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ABSTRACT

This comprehensive report on the Washington State program for migrant children's education was compiled by the state department of education in order to comply with federal and state funding requirements. This report consists of two major parts. The first part contains completed copies of forms and letters as required by the funding agency along with budget information, a letter of projected carryover and statement of use; and notifications to public for review of draft FY 1986 state plan. The second part contains the narrative section with separate areas of discussion. Discussion includes: inservice training, student instruction, migrant education summer programs, special education programs, interstate cooperation, parent involvement, early childhood, identification and recruitment, Migrant Student Record Transfer System (MSRTS), Skills Information System (SIS), media, health, and special programs for secondary migrant students. Each area includes a discussion of the need along with a listing of objectives. The evaluation design and the program review process also are included as pertinent information. (PS)

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1986 WASHINGTON STATE PROGRAM FOR MIGRANT CHILDREN'S EDUCATION

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1986

WASHINGTON STATE PROGRAM

FOR

MIGRANT CHILDREN'S EDUCATION

State of Washington

Superintendent of Public Instruction

DR. FRANK B. BROUILLET
Superintendent

MONA H. BAILEY
Assistant Superintendent
Division of Instructional
Programs and Services

RAUL DE LA ROSA
Director
Supplementary Education Programs

WASHINGTON STATE PROGRAM FOR MIGRANT CHILDREN'S EDUCATION

The Washington State Program for Migrant Children's Education is funded with Federal Chapter 1 Migrant monies to provide programs of education for migratory children of migratory agricultural workers or of migratory fishermen.

In compliance with P.L. 97-35 (technical amendments) and standards for State Migrant Education Programs issued by the Migrant Education Office of the Department of Education, and the advice provided by the Washington State Migrant Education Advisory Committee, Migrant Education Service Center and Migrant Student Record Transfer System personnel, and state Migrant Education Office personnel of the Division of Instructional Programs and Services, the FY 86 State Plan continues to address four priorities by which to guide the state Migrant Education Program for the 1985-86 year. Those priorities are:

- Instructional Services
- Support Services
- Interstate Coordination
- Parent Involvement

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OMB Approval No. 29-R0211

FEDERAL ASSISTANCE

1. TYPE OF ACTION (Mark appropriate box)	☐ PREAPPLICATION ☒ APPLICATION ☐ REPORT OF FEDERAL ACTION	2. APPLICANT'S APPLICATION	a. NUMBER: FY 86-1 b. DATE (Year month day): 1985 6 15 Leave Blank
3. STATE APPLICATION IDENTIFIER	a. NUMBER: 90-3-4-20 b. DATE ASSIGNED (Year month day): 1985 4 22		

SECTION I—APPLICANT/RECIPIENT DATA

4. LEGAL APPLICANT/RECIPIENT

a. Applicant Name	State of Washington
b. Organization Unit	Superintendent of Public Instruction
c. Street/P.O. Box	Div. of Instructional Prog. & Services
d. City	Old Capitol Building FG-11
e. County	Olympia
f. State	Thurston
g. ZIP Code	Washington 98504
h. Contact Person (Name & telephone No.)	Raúl de la Rosa (206) 753-1031

5. FEDERAL EMPLOYER IDENTIFICATION NO.: 1-916001112A3

6. PROGRAM (From Federal Catalog)
a. NUMBER: 84.011
b. TITLE:

7. TITLE AND DESCRIPTION OF APPLICANT'S PROJECT

1986 Washington State Program for Migrant Children's Education

8. TYPE OF APPLICANT/RECIPIENT
A-State; B-Interstate; C-Substate District; D-County; E-City; F-School District; G-Special Purpose District; H-Community Action Agency; I-Higher Educational Institution; J-Indian Tribe; K-Other (Specify):
Enter appropriate letter: A

9. TYPE OF ASSISTANCE
A-Basic Grant; B-Supplemental Grant; C-Loan; D-Insurance; E-Other
Enter appropriate letter(s): A

10. AREA OF PROJECT IMPACT (Names of cities, counties, States, etc.): Statewide

11. ESTIMATED NUMBER OF PERSONS BENEFITING: 20,986

12. TYPE OF APPLICATION
A-New; B-Renewal; C-Revision; D-Continuation; E-Augmentation
Enter appropriate letter: A

13. PROPOSED FUNDING

a. FEDERAL	$ 10,409,776 .00
b. APPLICANT	.00
c. STATE	.00
d. LOCAL	.00
e. OTHER	.00
f. TOTAL	$ 10,409,776 .00

14. CONGRESSIONAL DISTRICTS OF:
a. APPLICANT: No. 3
b. PROJECT: No. 2, 3, 4, 5, and 6

16. PROJECT START DATE (Year month day): 1985 7 1

17. PROJECT DURATION: 15 Months

18. ESTIMATED DATE TO BE SUBMITTED TO FEDERAL AGENCY (Year month day): 1985 6 15

15. TYPE OF CHANGE (For 12c or 12e)
A-Increase Dollars; B-Decrease Dollars; C-Increase Duration; D-Decrease Duration; E-Cancellation; F-Other (Specify): N/A
Enter appropriate letter(s):

19. EXISTING FEDERAL IDENTIFICATION NUMBER: 916001112

20. FEDERAL AGENCY TO RECEIVE REQUEST (Name, City, State, ZIP code): Department of Education, 400 Maryland Avenue, SW., Washington, D.C. 20202

21. REMARKS ADDED ☐ Yes ☒ No

SECTION II—CERTIFICATION

22. THE APPLICANT CERTIFIES THAT ▶ a. To the best of my knowledge and belief, data in this preapplication/application are true and correct, the document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is approved.

23. CERTIFYING REPRESENTATIVE
a. TYPED NAME AND TITLE: Frank B. Brouillet, Supt. of Public Instruction
b. SIGNATURE: Frank B. Brouillet
c. DATE SIGNED (Year month day): 1985 6 7

SECTION III—FEDERAL AGENCY ACTION

24. AGENCY NAME

25. APPLICATION RECEIVED (Year month day): 19

26. ORGANIZATIONAL UNIT

27. ADMINISTRATIVE OFFICE

28. FEDERAL APPLICATION IDENTIFICATION

29. ADDRESS

30. FEDERAL GRANT IDENTIFICATION

31. ACTION TAKEN
☐ a. AWARDED
☐ b. REJECTED
☐ c. RETURNED FOR AMENDMENT
☐ d. DEFERRED
☐ e. WITHDRAWN

32. FUNDING

a. FEDERAL	$ .00
b. APPLICANT	.00
c. STATE	.00
d. LOCAL	.00
e. OTHER	.00
f. TOTAL	$ .00

33. ACTION DATE ▶ (Year month day): 19

34. STARTING DATE (Year month day): 19

35. CONTACT FOR ADDITIONAL INFORMATION (Name and telephone number)

36. ENDING DATE (Year month day): 19

37. REMARKS ADDED ☐ Yes ☐ No

38. FEDERAL AGENCY ACTION

39. [illegible] (Attach additional sheets if necessary)

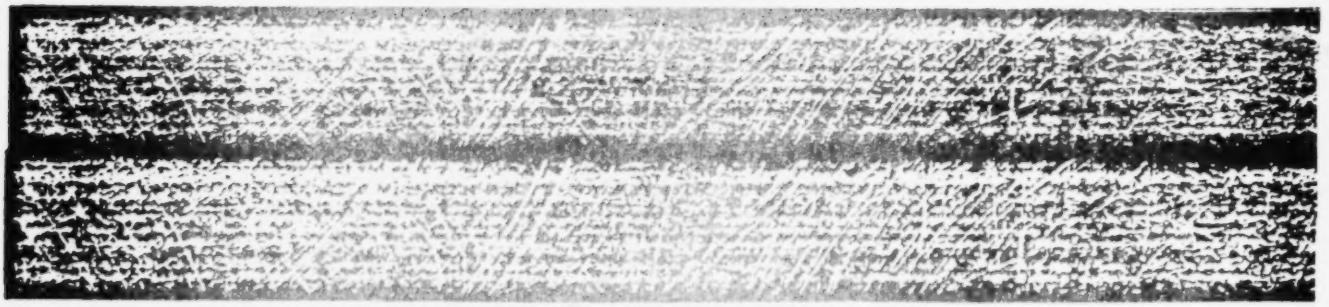
40. FEDERAL AGENCY AUTHORIZED OFFICIAL (Name and telephone no.)

424-101

STANDARD FORM 424 PAGE 1 (10-75)
Prescribed by GSA, Federal Management Circular 74-7

PART II

PROJECT APPROVAL INFORMATION



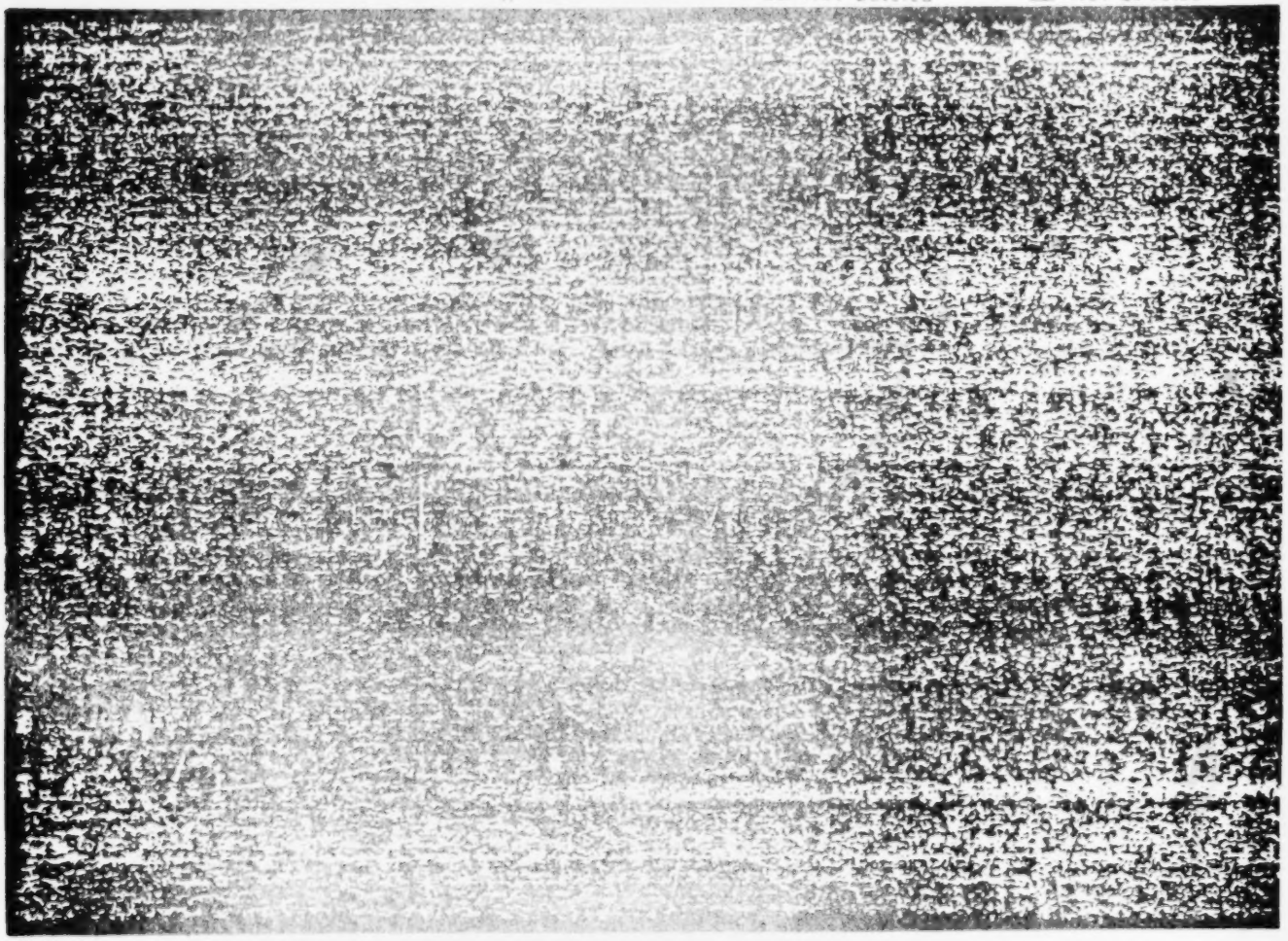
ITEM 3.

The application/preapplication was made available for review to the State process under Executive Order 12372

X Yes

The application/preapplication was not made available for review to the State process under Executive Order 12372

☐ Not Covered ☐ Not Selected



ITEM 10

Is there other related assistance on this project previous, pending, or anticipated?

See instructions for additional information to be provided.

☐ Yes ☐ No

PART II

PROJECT APPROVAL INFORMATION

Item 10

Federal Programs Participating

FDAC NO.:	10.550
Name of Program:	Food Distribution Program
Type of Grant:	Donation of Goods
1983-84 School Year:	$10,222,784
1984-85 School Year:	$10,285,202 (Total Commodities)

FDAC NO.:	10.553
Name of Program	School Breakfast Program
Type of Grant:	Formula Grant
1983-84 School Year:	$1,817,340
1984-85 School Year:	$2,318,030 (Estimated Amount)

FDAC NO.:	10.555
Name of Program:	National School Lunch Program
Type of Grant:	Formula Grant
1983-84 School Year:	$28,996,215 (Actual Amount)
1984-85 School Year:	$30,784,954 (Estimated Amount)

FDAC NO.:	10.556
Name of Program:	Special Milk Program
Type of Grant:	Formula Grant
1983-84 School Year:	$98,843 (Actual Amount)
1984-85 School Year:	$109,379 (Estimated Amount)

CERTIFICATION OF STATE ATTORNEY GENERAL

I HEREBY CERTIFY that the Office of the Superintendent of Public Instruction has the authority under Washington State law to perform the duties and functions of a state education agency as defined under Chapter 1 of P.L. 97-35, including those arising from the assurances set forth herein, and that this agency has the authority to submit and administer special education programs and projects for migratory children as set forth in this application.

Robert E. Patterson
Assistant Attorney General
State of Washington

June 6 - 85
Date

For Fiscal Year 1986 State Plan

STATEMENT OF ASSURANCE FOR TITLE VI AND TITLE IX

This is to certify that the following assurances of compliance are on file with the Department of Health and Human Services:

1. Title VI of the Civil Rights Act of 1964 (Public Law 88-352) on Form HEW 441

2. Title IX of the Education Amendments of 1972 (Public Law 92-318) on Form HEW 639

In reference to the requirement "that if any phase of this project will involve subjecting individuals to the risk of physical, psychological, sociological, or other harm, certain safeguards must be instituted and an assurance must be filed on form HEW 596", we assure you that this project in no way will violate this requirement.

Frank B. Brouillet
Superintendent of Public Instruction
State of Washington

June 7, 1985
Date

STATEMENTS OF COORDINATION

with

Comprehensive Employment and Training Act
and Economic Opportunity Act

Plans for operating projects for migrant and seasonal farmworkers have been coordinated with CETA in providing child development educational programs for preschool-age children. CETA personnel are employed to assist with the activities of the Migrant Education Identification and Recruitment Program which serves the entire State of Washington.

Activities of the home-school visitors' and the recruiters' component of the Washington State Migrant Education Program are coordinated with the Economic Opportunity Act (EOA). Migrant recruiters and home visitors inform families of provisions for weatherizing homes out of projects supported by EOA.

Efforts for further coordination with EOA in the future will be made.

Frank B. Brouillet
Superintendent of Public Instruction
State of Washington

June 7, 1985
Date

ASSURANCE OF COMPLIANCE WITH SECTION 504 OF THE REHABILITATION ACT OF 1973, AS AMENDED

The undersigned (hereinafter called the "recipient") HEREBY AGREES THAT it will comply with section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), all requirements imposed by the applicable HEW regulation (45 C.F.R. Part 84), and all guidelines and interpretations issued pursuant thereto.

Pursuant to § 84.5(a) of the regulation [45 C.F.R. 84.5(a)], the recipient gives this Assurance in consideration of and for the purpose of obtaining any and all federal grants, loans, contracts (except procurement contracts and contracts of insurance or guaranty), property, discounts, or other federal financial assistance extended by the Department of Health, Education, and Welfare after the date of this Assurance, including payments or other assistance made after such date on applications for federal financial assistance that were approved before such date. The recipient recognizes and agrees that such federal financial assistance will be extended in reliance on the representations and agreements made in this Assurance and that the United States will have the right to enforce this Assurance through lawful means. This Assurance is binding on the recipient, its successors, transferees, and assignees, and the person or persons whose signatures appear below are authorized to sign this Assurance on behalf of the recipient.

This Assurance obligates the recipient for the period during which federal financial assistance is extended to it by the Department of Health, Education, and Welfare or, where the assistance is in the form of real or personal property, for the period provided for in § 84.5(b) of the regulation [45 C.F.R. 84.5(b)].

The recipient: [Check (a) or (b)]

a. ( ) employs fewer than fifteen persons.
A73

b. (X) employs fifteen or more persons and, pursuant to § 84.7(a) of the regulation [45 C.F.R. 84.7(a)], has
A74 designated the following person(s) to coordinate its efforts to comply with the HEW regulation:

Superintendent of Public Instruction
Name of Designee(s) – Type or Print
C12 C42

Superintendent of Public Instruction
Name of Recipient – Type or Print
A12 A41

Old Capitol Building
Street Address or P. O. Box
A42 A71

91-600-11-12
(IRS) Employer Identification Number
A1 A11
B1 B11
C1 C11

Olympia
City
B12 B41

Washington 98504
State Zip
B42 B71

I certify that the above information is complete and correct to the best of my knowledge.

June 2, 1977
Date
B72 B77

Frank Brouillet
Signature and Title of Authorized Official
B78

If there has been a change in name or ownership within the last year, please PRINT the former name below:

NOTE: The 'A', 'B', and 'C' followed by numbers are for computer use. Please disregard.
PLEASE RETURN ORIGINAL TO: Office for Civil Rights, HEW, P. O. Box 8222, Washington, D.C. 20024.

HEW-641 (5/77)

STATEMENT OF ASSURANCE

The Superintendent of Public Instruction hereby assures that migrant children to be served shall be in priority as outlined in Section 116d.12 of the migrant education rules and regulations as published in the Federal Register on April 3, 1980.

> "(2) *Children to be served.* An SEA shall include in its plan a chart showing the estimated number of eligible migratory children expected to reside in the state during the program period and the number of these children to be served--other than with identification and recruitment services or the transfer of records--in the state program. The state shall organize the chart according to the following categories:
> (i) Currently migratory school-aged children (elementary or secondary, agricultural or fisher, interstate or intrastate).
> (ii) Formerly migratory school-aged children (elementary or secondary, agricultural or fisher).
> (iii) Currently migratory preschool children (4 year olds or 3 year olds and under, agricultural or fisher, interstate or intrastate).
> (iv) Formerly migratory preschool children (4 year olds or 3 year olds and under, agricultural or fisher).
> The SEA shall also assure that it will serve all significant concentrations of currently migratory school-aged children in the state, which includes making services available to eligible migrant private school students when requested."

Frank B. Brouillet

Frank B. Brouillet
Superintendent of Public Instruction
State of Washington

August 23, 1985
Date

CHILDREN EXPECTED TO RESIDE IN THE STATE AND CHILDREN EXPECTED TO BE SERVED

		PRE-SCHOOL*		SCHOOL AGE				TOTALS	
				Agriculture		Fishing			
		Agriculture	Fishing	ELEM.	SEC.	ELEM.	SEC.	Agriculture	Fishing
INTERSTATE MIGRANTS	Expected to Reside in the State	1162		4828	920	47	9	6910	56
	Expected to be Served	1162		4297	819	42	8	6150	50
INTRASTATE MIGRANTS	Expected to Reside in the State	645		3805	725	61	12	5175	134
	Expected to be Served	645		3386	645	54	11	4606	119
FORMERLY MIGRATORY CHILDREN	Expected to Reside in the State	520		6614	1260	318	60	8394	378
	Expected to be Served	520		5886	1121	283	53	7471	336
TOTALS	Expected to Reside in the State	2327		15247	2905	426	81	20479	507
	Expected to be Served	2327		13570	2585	379	72	18226	451

*Data on total of preschool children residing in the state is not available.

OMB NO. 29-R0218

PART III - BUDGET INFORMATION

SECTION A - BUDGET SUMMARY

GRANT PROGRAM, FUNCTION OR ACTIVITY (a)	FEDERAL CATALOG NO. (b)	ESTIMATED UNOBLIGATED FUNDS	NEW OR REVISED BUDGET		
			FEDERAL (c)		TOTAL (d)
1. SEA	84.011		$ 320,505		$ 320,505
2. Local Projects	84.011		10,089,271		10,089,271
3.	84.011				
4.	84.011				
5. TOTALS			$ 10,409,776		$ 10,409,776

SECTION B - BUDGET CATEGORIES

6. OBJECT CLASS CATEGORIES	GRANT PROGRAM, FUNCTION OR ACTIVITY (1) SEA	(2) Local Projects	(3)	(4)	TOTAL (5)
a. PERSONNEL	$ 150,089	$ 6,676,288	$	$	$ 6,826,377
b. FRINGE BENEFITS	25,916	1,211,857			1,237,773
c. TRAVEL	34,500	389,387			423,887
d. EQUIPMENT	15,000	54,284			69,284
e. SUPPLIES	50,000	542,841			592,841
f. CONTRACTUAL	40,000	1,058,543			1,098,543
g. CONSTRUCTION	-0-	-0-			-0-
h. OTHER	5,000	75,997			80,997
i. TOTAL DIRECT CHARGES	320,505	10,009,197			10,329,702
j. INDIRECT CHARGES	-0-	80,074			80,074
k. TOTALS	$ 320,505	$ 10,089,271	$	$	$ 10,409,776
l. PROGRAM INCOME	$	$	$	$	$

HEW-608T

17

18

SECTION C - NON-FEDERAL RESOURCES

(a) GRANT PROGRAM	(b) APPLICANT	(c) STATE	(d) OTHER SOURCES	(e) TOTALS
8.	$	$	$	$
9.				
10.				
11.				
12. OTHER				

SECTION D - FORECASTED CASH NEEDS

	TOTAL FOR 1ST YEAR	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER
13. FEDERAL	$	$	$	$	$
14. NON-FEDERAL					
15. TOTALS					

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

(a) GRANT PROGRAM	FUTURE FUNDING PERIODS (Years)			
	(b) FIRST	(c) SECOND	(d) THIRD	(e) FOURTH
16.	$	$	$	$
17.				
18.				
19.				
20. TOTALS	$	$	$	$

SECTION F - OTHER BUDGET INFORMATION *(attach additional sheets if necessary)*

21. DIRECT CHARGES: $320,505 (See pages 12-14 for additional information)

22. INDIRECT CHARGES: -0-

23. REMARKS: May cover the cost for purchase of portable units and relocatables and construction; this is based on requests from school districts participating in the Migrant Education Program.

PART IV - PROGRAM NARRATIVE (attach per instructions)

ADDITIONAL BUDGET INFORMATION

Direct Charges --

Line 6 (a) -- Personnel being paid with Migrant Education Program Funds at the State level:

		-- Salary --		Fringe -- Benefits --		-- Travel --
	Time to Program	Chap. 1 Admin.	Chap. 1 Migrant	Chap. 1 Admin.	Chap. 1 Migrant	Chap. 1 Migrant
Susie Zahn, Secretary Chapter 1, Migrant Education Program	60%	25%	35%	25%	35%	$1,000
Raúl de la Rosa, Director Supplementary Education Programs	75%	65%	10%	65%	10%	$5,000
(Vacant), Supervisor Migrant Children with Exceptional Needs	100%	-0-	100%	-0-	100%	$7,500
Sharon Huck, Assistant Supervisor Chapter 1, Migrant Education Programs	100%	50%	50%	50%	50%	$7,000
Kathleen Plato, Consultant Testing and Evaluation	12½%	12½%	12½%	12½%	12½%	$5,000
Sue Wiley, Secretary Chapter 1, Migrant Education Program	90%	25%	65%	50%	50%	$1,000
Jeanne Leaf Chapter 1, Migrant Education Program	100%	-0-	100%	-0-	100%	$1,000
(Vacant), Facilitator/Trainer Chapter 1, Migrant Education Program	100%	-0-	100%	-0-	100%	$7,000

BUDGET INFORMATION
(Continued)

PERSONNEL/FRINGE BENEFITS:

Personnel	Time in Migrant Program (Admin. & Program)	Program Activities - Salaries		Program Activities - Fringe Benefits	
		Total	Ch. 1, M%	Total	Ch. 1, M%
Susie Zahn	60%	$16,682	$ 5,839	$4,671	$ 1,635
Raúl de la Rosa	75%	$46,835	$ 4,684	$5,755	$ 576
MCEN Supervisor (Vacant)	100%	$34,416	$ 34,416	$4,130	$ 4,130
Sharon Huck	100%	$36,650	$ 36,650	$5,645	$ 5,645
Kathleen Plato	12½%	$38,644	$ 4,831	$5,217	$ 652
Sue Wiley	90%	$19,340	$ 12,571	$6,888	$ 4,477
Jeanne Leaf	100%	$16,682	$ 16,682	$4,671	$ 4,671
Facilitator/Trainer	100%	$34,416	$ 34,416	$4,130	$ 4,130
		$150,089		$25,916	

The Migrant Education Office of the Department of Education should recognize that much direct and indirect support is given to the Migrant Education Program by the Superintendent of Public Instruction personnel which is not charged against migrant funds. These support services are given by the following personnel:

Mona H. Bailey, Assistant Superintendent
Division of Instructional Programs and Services 10%
Gordon Ensign, Evaluation Specialist
Testing and Evaluation Section 10%
Al Rasp, Director
Testing and Evaluation Section 10%
Holly Dausener, Fiscal Officer 25%
Bob Schley, Federal Fiscal Officer 15%

I042QB.04

BUDGET INFORMATION

(Continued)

EQUIPMENT AND FACILITIES:

The Migrant Education Program in the State of Washington has assisted local educational agencies and non-profit organizations by providing them portable classrooms to carry out the academic instruction of migrant children. Before a portable classroom is made available to a local educational agency, however, our agency deploys staff to examine on-site the requesting agency's facilities. An examination of the space needs is made; staff makes a determination whether the request is legitimate; a recommendation is made to the Assistant Superintendent who makes a final determination on the request. The approval is finalized when the school district or agency signs an agreement acknowledging that the Superintendent of Public Instruction has full ownership of the portable building(s) purchased with Migrant Education Program funds. Equipment made available to LEAs and non-profit organizations also undergoes similar scrutiny.

Our state requires that public facilities be made available for migrant students during the summer, even in those cases where a local school district administration is unable or unwilling to provide a summer school program for migrant children.

Along with the use of building rooms, all Chapter 1 equipment is also made available for use by program staff.

CONTRACTUAL:

SEA -- these funds will be used to contract staff that may be needed to support program studies at the SEA level and Education Commission of the States, Interstate Migrant Education Council.

LEA -- all these funds issued under a contract are for preschool and medical services.

Other -- these funds support expenditures in the following areas: telephones, media production, printing and office copying and postage.

SPI

DR. FRANK B. BROUILLET — Superintendent of Public Instruction

June 4, 1985

Mr. Louis McGuinness, Director
Migrant Education Division
U.S. Department of Education
Room 3616, ROB #3
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Mr. McGuinness:

As per Department of Education requirements, this is to report that our projected carryover of 1984-85 Migrant Education Program funds is anticipated to be approximately $1,297,395.00 effective September 30, 1985.

Sincerely,

R M Schley

Robert M. Schley
Administrative Program Director
School Fiscal Services

RMS:dm

Old Capitol Building. FG-11. Olympia. Washington 98504

USE OF CARRYOVER

Carryover funds will be used to:

1. Support inservice, parental involvement, Migrant Education Identification and Recruitment Program, Migrant Student Record Transfer System, Skills Information System, and media staff at the Migrant Education Service Centers. (See Objective 1.1, 1.3, 1.5, 1.6, 1.7 and 1.8)

2. Support the Migrant Student Record Transfer System operation, specifically, data entry specialists hired to support this activity. (See Objective 1.6)

3. Offset the decrease experienced in Washington State's 1985-86 Migrant Education Program budget so that local school district programs can be maintained at the same level of funding.

4. Fund newly established migrant education programs. In 1984-85, one school district experienced an influx of migrant students for the first time and applied for migrant funds to run a supplemental program.

SPI

DR. FRANK B. BROUILLET — Superintendent of Public Instruction

TO: Federal Projects Directors of School Districts Implementing
Chapter 1 Migrant Education Programs for FY 85
Educational Service District Grants Managers
Washington Education Association
Washington State Commission of Mexican-American Affairs
Washington State Human Rights Commission

FROM: Raúl de la Rosa, Director
Supplementary Education Programs

DATE: April 22, 1985

RE: Washington State Program for Migrant Children's Education

In response to federal requirements, we are publishing this DRAFT of the FY 86 Washington State Program for Migrant Children's Education State Plan for public comment.

Comments should be forwarded to me by 4:00 p.m., May 30, 1985.

Raúl de la Rosa, Director
Supplementary Education Programs
Office of the Superintendent of
Public Instruction
Old Capitol Building, FG-11
Olympia, WA 98504

If you have any questions, please call my office at (206) 753-1031. Additional copies are available from the MSRTS office in Sunnyside and from this office.

RdlR:jel
Attachments

Old Capitol Building, FG-11, Olympia, Washington 98504

SPI

DR. FRANK B. BROUILLET Superintendent of Public Instruction

FOR IMMEDIATE RELEASE Charlotte Manning

April 22, 1985 (206) 753-6725

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OLYMPIA--Dr. Frank B. Brouillet, Superintendent of Public Instruction announced today that the FY 86 "Washington State Program for Migrant Children's Education" State Plan is now available for public comment before being forwarded to the U.S. Department of Education.

Copies may be obtained from the following: Migrant Education Office, Superintendent of Public Instruction, Old Capitol Building, FG-11, Olympia 98504, telephone (206) 753-1031; or the Migrant Student Record Transfer System Office, 1110-B South 6th Street, Sunnyside 98944, telephone (509) 837-2712. Copies will also be on file for review at ESD 105, Yakima; ESD 123, Pasco; ESD 171, Wenatchee; and ESD 189, Mount Vernon.

Please submit comments by May 30, 1985, to Raúl de la Rosa, Migrant Education Office, OSPI, at the Olympia address above.

The four major state objectives in migrant education for the 1985-86 year are the following: (a) instruction, (b) parental involvement, (c) interstate cooperation/coordination, and (d) support services. These objectives fall within federal standards and guidelines for state Migrant Education Programs.

Old Capitol Building, FG-11, Olympia, Washington 98504

INTRODUCTION

Pursuant to 45 CFR § 116d.5, the Superintendent of Public Instruction (SPI) subgrants a portion of the funds received by the State of Washington pursuant to the state plan to local school districts and non-profit organizations. During FY 85, SPI supported 60 instructional projects, 8 special projects, 1 records center and 1 migrant education service center.

Subgrantees designated, in accordance with 45 CFR § 116d.5, administer and operate their respective projects and programs in all respects independent of control and direct supervision by the Superintendent of Public Instruction. SPI, however, reviews the performance of subgrantees as necessary to maintain compliance with assurances made in the state plan and reserves the right to take action consistent with the state plan which may be necessary to enforce such compliance. Local education agency applications designated pursuant to 45 CFR § 116d.5, and their respective programs, are as follows:

A. Various public school districts throughout the state operate direct instructional and support service programs for migrant children.

B. Sunnyside School District operates the Migrant Student Record Transfer System and Identification and Recruitment which includes the Skills Information System and offers the following:

    1. Accident Insurance

    2. Clerical Support

    3. Migrant Education Identification and Recruitment

C. Educational Service Districts operate the Migrant Education Service Centers which includes the following functions:

    1. Inservice Training

    2. Parental Involvement

    3. Dissemination

1.1 INSERVICE TRAINING

Need

As evidenced by the Office of the Superintendent of Public Instruction (OSPI), and the Migrant Education Service Center (MESC) survey, teacher training remains a high priority of the Migrant Education Program. Project review reports, surveys and classroom visitations reveal that teachers need inservice training to develop better general and bilingual teaching skills and techniques in reading, math, teaching English As a Second Language, Oral Language Development, selection of bilingual materials, equipment, computer-assisted instruction, special education, cultural awareness in teaching migrant children. In particular, there is a need to provide continued awareness to teachers, teacher-aides, counselors, principals, and other administrators, parents and the general public of the need for continuity in and coordination of instruction with related services to migrant children. The growing awareness of the need for computer assistance in the school setting requires knowledge by educational staff on how to use computers in the teaching of basic skills. Only through staff who are educationally, linguistically and culturally prepared can this goal be achieved. Workshops designed to meet these identified needs will, upon request, be planned and scheduled in consultation and in conjunction with the local school districts.

Objectives

OBJECTIVE 1: By September 30, 1986, educationally, linguistically, and culturally prepared staff will have made reading inservice workshops and classes, on a regional basis, available to migrant-funded teachers and aides and teachers of migrant children in participating school districts.

Purpose: Upon request, provide assistance to staff responsible for the teaching of reading with support in developing techniques, skills, materials and equipment to meet the individualized reading needs of migrant children.

Impact: Teachers, state and Migrant Education Program funded, will acquire necessary skills to develop reading programs of instruction which are responsive to the needs of migrant children, particularly non-English speaking children.

Evaluation: Trainers will develop and administer an evaluation questionnaire to participants to determine the effectiveness of the workshops. Recorded observations of reading projects visited will be maintained to determine the extent to which workshop recommendations have been implemented by participating school district staff.

Documentation: This shall be evidenced by implementation reports, technical assistance logs, and evaluations written by teachers and aides and kept on file in the Migrant Education office.

OBJECTIVE 2: By September 30, 1986, educationally, linguistically and culturally prepared staff will have made English As A Second Language and/or Oral Language Development inservice workshops and classes available on a regional basis to migrant education-funded teachers, aides, administrators and teachers of migrant children.

Purpose: Upon request, provide assistance to staff responsible for the teaching of English as a Second Language and/or Oral Language Development with support in developing techniques, skills, materials and equipment to meet the assessed needs of migrant children.
Impact: Teachers funded by state and/or the Migrant Education Program who attend the workshop will acquire necessary skills to develop English as a Second Language and/or Oral Language Development programs of instruction which are responsive to the needs of migrant children.
Evaluation: Trainers will develop and administer an evaluation questionnaire to participants to determine the effectiveness of the workshops. Recorded observations of English as a Second Language and/or Oral Language Development projects visited will be maintained to determine the extent to which workshop recommendations have been implemented by school district staff.
Documentation: This shall be evidenced by implementation reports, technical assistance logs, and evaluations on file in the Migrant Education office.

OBJECTIVE 3: By September 30, 1986, educationally, linguistically and culturally prepared staff will have made math inservice workshops and classes available on a regional basis to migrant-funded teachers, aides and teachers of migrant children working the school districts.

Purpose: Upon request, provide assistance to staff responsible for the teaching of mathematics programs with support in developing techniques, skills, materials and equipment to meet the math needs of migrant children.
Impact: Teachers funded by the state and/or Migrant Education Program who attend the workshop, will acquire necessary skills to develop mathematics programs of instruction which are responsive to the needs of migrant children, particularly non-English speaking children.
Evaluation: Trainers will develop and administer an evaluation questionnaire to participants to determine the effectiveness of the workshops. Recorded observations of math projects visited will be maintained to determine the extent to which workshop recommendations have been implemented by participating school district staff.
Documentation: This shall be evidenced by the implementation reports, technical assistance logs, and evaluations on file in the Migrant Education office.

OBJECTIVE 4: By September 30, 1986, educationally, linguistically and culturally prepared staff shall have collected and/or purchased, developed and/or adapted general and bilingual materials and equipment for use in classrooms in reading, Oral Language Development, teaching English As A Second Language, mathematics, and special education.

Purpose: To provide a means through which staff can review and identify teaching materials and equipment specifically designed to address the needs of migrant children.
Impact: A comprehensive selection of materials and equipment will be available for school district staff review and temporary loan for their own migrant education programs.
Evaluation: A questionnaire will be developed and administered to migrant education staff to determine the extent of purchases made and the degree to which this assistance has been of value.
Documentation: This shall be evidenced by implementation reports, technical assistance logs, and evaluations on file in the Migrant Education office.

OBJECTIVE 5: By September 30, 1986, educationally, linguistically and culturally prepared staff will have made home/school communication inservice workshops available on a regional basis to migrant-funded teachers and aides and teachers of migrant children in at least 50% of participating school districts.

Purpose: To provide assistance and support to staff enabling them to more effectively communicate with parents of migrant children.
Impact: Staff will be better prepared to serve the needs of migrant students.
Evaluation: Appropriate staff will conduct a survey of participants to evaluate the workshops' effectiveness.
Documentation: This shall be evidenced by survey results on file in the Migrant Education office.

OBJECTIVE 6: By September 30, 1986, educationally, linguistically and culturally prepared staff will have made inservice available to migrant-funded preschool programs in the areas of staff development, classroom management, and diagnostic/prescriptive activities in the development of psychomotor, cognitive and personal/interactional skills.

Purpose: To provide assistance and support to staff in developing teaching techniques and materials.
Impact: This will provide well-rounded, planned, diagnostic/prescriptive programs which are responsive to migrant children.
Evaluation: Staff will be observed on a periodic basis, by using an instrument specially designed by Early Childhood Education staff, so that the degree to which training skills are applied in the teaching of children can be assessed.
Documentation: This shall be documented by reports on file in the Migrant Education office.

OBJECTIVE 7: By September 30, 1986, the state wil have provided financial support to at least thirty (30) members of migrant-funded paraprofessional staff to attend institutions of higher education to enhance their career opportunities for teaching in the Migrant Education Program.

Purpose: To upgrade the teachig skills, and as a consequence, upgrade the career option of migrant education-funded paraprofessional staff.
Impact: College and university-trained staff will be capable of providing more qualified instruction to migrant students.

Evaluation: Results of inservice provided to staff will be reviewed in the annual end-of-year evaluation report submitted by participating school districts.

Documentation: This will be evidenced by end-of-year evaluation reports, career development plans, and transcripts on file in the Migrant Education office.

1.2 STUDENT INSTRUCTION

Need

The majority of migrant students function far below national and state averages in all academic areas. The inability to be successful in school and to graduate is not always determined by the academic deficiencies of a migrant student. A major factor, mobility during the school year, greatly impacts the continuity of educational services to migrant children. There is, therefore, a need to assess each student and to develop an educational plan which best addresses those identified needs of migrant children, with specific emphasis given to children of currently migratory agricultural workers and fishermen. Priority for services shall be status 1, 2, 4, and 5.

Reading, Oral Language Development, and mathematics have been established as priority areas of instruction by the Washington Administrative Code. These content areas have also been designated by the State Directors of Migrant Education, in conjunction with the Office of Migrant Education in the United States Department of Education, as the target areas for the Migrant Student Record Transfer System, Skills-Based Information System.

The transition from the learning to the application of basic skills in the core content must be addressed. In order to address this need, appropriate staff instructional materials and equipment must be available for the instruction of the students.

Objectives

OBJECTIVE 1: Reading (in the appropriate language). By September 30, 1986, the Office of the Superintendent of Public Instruction (OSPI) will have financially supported local school districts in the development of reading programs (student/staff ratio will generally not exceed 1:10) to be offered migrant children in response to the assessed needs.

> Purpose: To support instruction in the appropriate language in programs coordinated with and complementary to the regular school program, and designed to meet the educational needs of migrant students.
> Impact: These programs will facilitate the development of reading skills of migrant children.
> Evaluation: This objective shall be evaluated as part of the annual end-of-year evaluation conducted by OSPI.
> Documentation: This objective will be evidenced by the implementation reports, technical assistance logs, and evaluations on file in the Migrant Education office at OSPI.

OBJECTIVE 2: Oral Language Development (in the appropriate language). By September 30, 1986, OSPI will have financially supported local school districts in the development of Oral Language Development Programs (student/staff ratio will generally not exceed 1:6) to be offered to migrant children.

Purpose: To support instruction in Oral Language Development in the appropriate language in programs coordinated with and complementary to the regular school program, and designed to meet the educational needs of migrant students.
Impact: These programs will facilitate the development of language skills of migrant children.
Evaluation: This objective shall be evaluated as part of the annual end-of-year evaluation conducted by OSPI.
Documentation: This objective will be evidenced by the implementation reports, technical assistance logs, and evaluations on file in the Migrant Education office at OSPI.

OBJECTIVE 3: Math (in the appropriate language). By September 30, 1986, OSPI will have financially supported local school districts in the development of math programs (student/staff ratio will generally not exceed 1:10) to be offered to migrant children.

Purpose: To support instruction in math, in the appropriate language, in programs coordinated with and complementary to the regular school program, and designed to meet the educational needs of migrant students.
Impact: These math programs will facilitate the development of math skills of migrant children.
Evaluation: This objective shall be evaluated as part of the annual end-of-year evaluation conducted by OSPI.
Documentation: This objective will be evidenced by the implementation reports, technical assistance logs, and evaluations on file in the Migrant Education office at OSPI.

OBJECTIVE 4: Computer-Assisted Instruction. By September 30, 1986, OSPI will have financially supported local school districts in the development of computer-assisted instructional programs to be offered to migrant children.

Purpose: To support computer-assisted instruction that is coordinated with and complementary to the regular school program and designed to meet the educational needs of migrant students.
Impact: Computer-assisted instruction will enable the migrant students to compete in technologically oriented skill areas.
Evaluation: Needs assessment results will be reviewed during OSPI monitoring visits.
Documentation: This objective will be evidenced by implementation reports, technical assistance logs, and evaluations on file in the Migrant Education office at OSPI.

1.2a MIGRANT EDUCATION SUMMER PROGRAMS

Need

Many agricultural crops in Washington State are harvested during the summer months. Migrant families move to various parts of the state in search of work. It is critical that the children of these parents be given an opportunity to learn, and at the same time, be sheltered from pesticides and dangerous agricultural machinery.

As opposed to regular school year instructional programs, the educational needs of migrant children during summer may be for full day activities which include daily instruction, recreational and sports activities, health and hygiene sessions, cultural activities, field trips, and creative activities. It is necessary, therefore, that the school day coincide with the work day of migrant parents or the work day of secondary students.

Objectives

OBJECTIVE 1: By September 30, 1986, local school districts which have an impact of migrant children during the summer period will have assessed the needs of migrant children for the planning of summer programs.

> Purpose: To ensure that all migrant children are provided the opportunity to attend a summer school designed around a comprehensive needs assessment process utilizing Migrant Student Record Transfer System, Identification and Recruitment, and agricultural data, etc.
> Impact: Summer school programs planned for migrant students will be designed to meet the special needs of migrant youth.
> Evaluation: Needs assessment results will be reviewed by OSPI program review staff.
> Documentation: This shall be evidenced by summer school program review reports on file in the Migrant Education office at the Office of the Superintendent of Public Instruction (OSPI).

OBJECTIVE 2: By September 30, 1986, at least twenty-five (25) summer project sites will have been funded to support a comprehensive educational program for migrant children.

> Purpose: To provide a program of instruction and ancillary services support to meet the elementary and secondary educational and supportive needs of migrant students.
> Impact: The instruction and ancillary services available during summer school will provide continuity of education for migrant students. The educational setting provides them a safe environment away from hazardous and grueling conditions experienced in the fields where their parents work.
> Evaluation: This objective shall be evaluated as part of the annual end-of-year evaluation conducted by OSPI.
> Documentation: This shall be evidenced by summer school program review and evaluation reports on file in the Migrant Education office at OSPI.

OBJECTIVE 3: By September 30, 1986, local school districts will have developed specially designed summer school programs for migrant secondary students.

Purpose: To provide intensive and extensive educational opportunities for secondary migrant students during the summer period in Washington State.

Impact: An additional number of secondary-aged migrant students will be given an opportunity to continue their education.

Evaluation: This objective shall be evaluated as part of the annual end-of-year evaluation conducted by OSPI.

Documentation: This shall be evidenced by project applications and evaluation reports on file in the Migrant Education office at OSPI.

1.2b SPECIAL EDUCATION PROGRAMS

Need

Current federal legislation governing programs funded by the Department of Education mandates that the right of all children to an appropriate education shall not be violated. While the Migrant Education Program is successfully identifying and serving, within the scope of its program limitations, a large number of migrant children, a national study shows that efforts to identify and refer the mobile handicapped migrant child having special education needs have not been totally successful.

There is a need, therefore, in the State of Washington to identify all mobile migrant handicapped children and all resources available to meet their special education needs.

This effort continues to require the full assistance from staff of the Division of Special Services and Professional Programs and the Evaluation Section of the Office of the Superintendent of Public Instruction (OSPI), Educational Service Districts and school districts.

Objectives

OBJECTIVE 1: By September 30, 1986, the Migrant Children with Exceptional Needs (MCEN) project staff will work with special education staff to coordinate and provide technical assistance workshops to schools regarding the identification of mildly mentally retarded children represented in special education.

> Purpose: To ensure that all children identified as migrant are being identified and placed correctly in appropriate special education programs and to ensure that district personnel have appropriate assessment and placement techniques.
> Impact: Migrant children will be placed and more appropriately served in special education programs. The classification of migrant students will be corrected to ensure that the number of migrant children classified as mildly mentally retarded is about the same as for non-migrants. Special education and migrant education staff will improve their skills in the identification, assessment and placement of migrant students in special education programs.
> Evaluation: This objective will be evaluated by the results of the number of migrant children reclassified as not being mildly mentally retarded and by the number of cooperative technical assistance workshops held.
> Documentation: Achievement of this objective will be evidenced by reports on file in the Migrant Education Office at OSPI.

OBJECTIVE 2: By September 30, 1986, student data will have been gathered, analyzed and disseminated to determine the number of mobile migrant children (those who reside in one school district less than 90 days) and migrant children not attending school who have need of a special education program.

> Purpose: To provide information on the special education needs and services provided to the most mobile migrant children and on migrant children who do not attend school.

Impact: OSPI and local school districts will be better able to meet the special education needs of mobile migrants and migrants not attending school.
Evaluation: This objective will be evaluated as part of the annual end-of-year evaluation conducted by OSPI.
Documentation: Achievement of this objective will be evidenced by the analysis data report on file in the Migrant Education Office at OSPI.

OBJECTIVE 3: By September 30, 1986, the OSPI will have communicated with the National Association of State Directors of Migrant Education, the Migrant Student Record Transfer System (MSRTS) Committee and other national policy makers to implement the use of electronic mail to transfer the Individual Educational Plan (IEP) and other pertinent special education student data for migrant children.

Purpose: To provide current, complete data on the special education assessment process and program placement of the currently mobile child.
Impact: This will allow each migrant child with special education needs to be easily identified, assessed and placed in a special education program provided to ensure minimal disruption to the education of the child.
Evaluation: This objective will be evaluated as part of the annual end-of-year evaluation conducted by OSPI.
Documentation: This shall be documented by monitoring reports on file in the Migrant Education Office at OSPI.

1.2c INTERSTATE COOPERATION

Need

Because many migrant families move to various parts of the country in search of agricultural and fishing work, it is critical that states and schools responsible for educating migrant students be aware of, and involved in, planning sound educational programs to meet the needs of these children. Washington State is committed to supporting programs that enhance communication between and among states sharing these students. The Education Commission of the States (ECS) Project is one in which Congressional, state, and school district administrative entitities join to identify policies and promote coordinated program activities to meet the needs of interstate migrant students.

Objectives

OBJECTIVE 1: By September 30, 1986, Washington State will have provided financial and programmatic support to the Education Commission of the States (ECS) Project to promote interstate coordination and cooperation of services for migrant students.

Purpose: To enhance the awareness of administrators, instructional staff, and communities at large of the necessity of interstate coordination and cooperation in serving migrant children's and young adults' academic needs.

Impact: States and local school districts will be better able to meet the academic needs of migrant children who travel interstate while continuing their education.

Evaluation: The results of ECS activities will be reported through quarterly reports and provided to the director of each funding state.

Documentation: This shall be evidenced by reports issued by ECS and other pertinent minutes of the ECS meetings on file at the Department of Education, ECS Headquarters and at the Office of the Superintendent of Public Instruction.

1.3 PARENT INVOLVEMENT

Need

The Office of the Superintendent of Public Instruction (OSPI) has, for the past eleven years, supported and required parent involvement at the state and local levels to advise the State Education Agency and local school districts of the needs of migrant children. Through this period, Washington State enhanced and developed academic and support service programs due largely to valuable input and concerns voiced by parents throughout the state.

OSPI continues to believe that parent involvement in education is an important part of the total educational process and is committed to continue supporting that effort.

Objectives

OBJECTIVE 1: By September 30, 1986, OSPI will have provided funds to support a State Advisory Committee (SAC) composed of the following: migrant parents, school district personnel and local school board directors.

> Purpose: To maintain an active SAC to advise OSPI on the educational needs of migrant children in Washington State.
> Impact: This will ensure that program direction continues to be given by professional and lay persons concerned about the education of migrant children.
> Evaluation: The effects of the involvement and participation of SAC members will be reflected in the development of the annual State Plan.
> Documentation: This shall be evidenced by records of by-laws, minutes, etc. on file in the Migrant Education office at OSPI.

OBJECTIVE 2: By September 30, 1986, the Washington State Migrant Education Advisory Committee will have met at least four (4) times.

> Purpose: To advise OSPI on the educational and supportive needs of migrant children.
> Impact: Program planning made by OSPI will include input by the Migrant Education Advisory Committee.
> Evaluation: The involvement and participation of SAC members will be reflected in the development of the annual State Plan.
> Documentation: This shall be evidenced by directives, meeting minutes, and end-of-year evaluation reports on file in the Migrant Education office at OSPI.

OBJECTIVE 3: By September 30, 1986, the SAC or individual members of the SAC will have received at least four (4) days of inservice training.

> Purpose: To know how to effectively conduct a meeting, how to impact the development of the State Plan, and how to become an active member by learning how to review migrant education programs throughout the state.

Impact: Comprehensive knowledge on Committee activity will be gained.
Evaluation: A questionnaire will be developed and administered to assess the effectiveness of each training session.
Documentation: This shall be evidenced by records of inservice meetings and agendas on file in the Migrant Education office at OSPI.

OBJECTIVE 4: By September 30, 1986, 100% of the local districts implementing migrant education programs will have PACs in which parents will have been involved in the planning, implementation, and evaluation of the local migrant education project.

Purpose: To have PACs assure parental involvement at all levels of migrant programs in Washington State.
Impact: Migrant parents will have better knowledge on how the local migrant education program can better serve the needs of their children.
Evaluation: The evaluation of parent participation will be included in reports of program review conducted by OSPI.
Documentation: This shall be evidenced by the program review reports on file in the Migrant Education office at OSPI.

OBJECTIVE 5: By September 30, 1986, OSPI will have provided funds to support parent advisory committees (PACs) in school districts implementing migrant programs.

Purpose: To ensure parent involvement throughout the state at the local and regional level.
Impact: Parents will have the opportunity to become involved in their children's education.
Evaluation: The evaluation of PAC participation shall be included in the local school districts' annual end-of-year evaluation.
Documentation: This shall be evidenced by school district budgets on file which include funds for this activity.

OBJECTIVE 6: By September 30, 1986, OSPI will have provided technical assistance through educationally, linguistically, and culturally prepared staff, to parents and school district personnel in the area of parent education, involvement and training coordination.

Purpose: To assist parents and school district personnel in developing recruiting techniques and identifying strategies for parent involvement and active participation.
Impact: Parents and school district personnel will have the opportunity to be trained as trainers on effective parental involvement strategies and techniques.
Evaluation: The evaluation of parent participation will be included as part of the annual end-of-year evaluation conducted by OSPI, specifically, a parent survey will be done of inservice logs and district inservice reports.
Documentation: This shall be evidenced by inservice logs on file in the Migrant Education Office at OSPI.

OBJECTIVE 7: By September 30, 1986, workshops will have been made available at the local and regional level to parents of migrant children in order to teach them techniques for helping their children at home.

Purpose: To assist parents in learning skills that can help them teach their children and give them confidence to plan, help implement, and evaluate the education program offered their children.
Impact: Parents will: (a) learn parenting skills, (b) learn how to teach their children to read and perform simple math computations, (c) learn how to review a student progress report, (d) learn how a student is placed in a migrant education program, (e) learn how to read a migrant project application, (f) learn how to file a grievance and complaint report, and (g) learn the basic steps of planning a migrant education project application.
Evaluation: A questionnaire will be developed and adminstered to participants to assess the effectiveness of each training session.
Documentation: This will be evidenced by school district workshops and agendas on file in the Migrant Education Office of OSPI.

OBJECTIVE 8: By September 30, 1986, parent training will have coordinated a minimum of two (2) regional parent awareness workshops involving school district staff and parents of children participating in local migrant education programs.

Purpose: To assist parents in learning skills that can help them teach their children and give them confidence to plan, help implement, and evaluate the education program offered their children. To assist district migrant staff in developing effective teaching techniques in order to better understand the needs of the migrant child.
Impact: Parents will: (a) learn parenting skills, (b) learn how to teach their children to read and perform simple math computations, (c) learn how to review a student progress report, (d) learn how a student is placed in a migrant education program, (e) learn how to read a migrant project application, (f) learn how to file a grievance and complaint report, and (g) learn the basic steps of planning a migrant education project application. District staff will: (a) learn to teach parents effective learning techniques and activities to be used in the home, and (b) learn to understand and appreciate the ethnic and cultural values migrant parents place on their children's education.
Evaluation: An evaluation will be developed and administered to parents/participants to assess the effectiveness of each training session.
Documentation: This shall be evidenced by end-of-year evaluation reports, agendas, rosters, and logs kept on file in the Migrant Education office.

1.4 EARLY CHILDHOOD

Need

The average migrant family in Washington State includes 6.8 children of school or preschool age. Ninety-five percent (95%) of the preschool children in this group are non-English dominant, with the greater majority of these children being Spanish language speakers with essentially no command of English. During the high impact seasons when interstate migrant children make up a large percentage of the population, the number of monolingual Spanish speakers is much greater.

Statistics graphically demonstrate the exceptionally high rate at which children of migrant families fail to complete high school (as high as 85% in some heavily impacted agricultural districts). Many authorities attribute a major part of the alarmingly high dropout rate to problems originating in the elementary grades, brought about by the child's inability to deal with the English language demands of the school system. An early history of failure to perform in school is an excellent predictor of eventual failure to complete high school.

Much evidence* has been developed over the past decade that demonstrates that effective preschool intervention can prevent school failure for children. These effective preschool practices need to be implemented throughout Washington State so that school failure can be prevented for these bilingual migrant children. Preschool programs are funded through local school districts, Educational Service Districts, or nonprofit organizations.

Objectives

OBJECTIVE 1: By September 30, 1986, at least 2,500 migrant preschool children between the ages of three and six will have been provided preschool education.

> Purpose: To reach 2,500 migrant children in a preschool setting in order to adequately prepare them for school entrance.
> Impact: To increase the educational opportunity of migrant children who attend a preschool program and provide an effective educational bilingual program that will help to prevent school failure. It will also facilitate school attendance by school age siblings, so that older children do not have to babysit younger children.
> Evaluation: Statewide enrollment figures from the program will be compiled by each program.
> Documentation: This will be evidenced by the end-of-year evaluation reports on file in the Migrant Education office at the Office of the Superintendent of Public Instruction (OSPI).

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*David Weikart's High Scope Foundation, Ypsilanti, Michigan

Individual Bilingual Instruction Data (Louise Gustafson, Pasco; and Beverly McConnell, Pullman, Washington)

OBJECTIVE 2: By September 30, 1986, individualized assessment records for each child will have been developed and maintained in each migrant-funded preschool program.

Purpose: To ensure that an educational program appropriate for each individual child is developed and documented.
Impact: Each child will receive an educational program appropriate to his/her age and state of development.
Evaluation: Assessment records for each child will be maintained.
Documentation: This shall be evidenced by program review reports on file in the Migrant Education office at OSPI.

OBJECTIVE 3: By September 30, 1986, culturally appropriate materials, activities, and experiences (both in English and in the home language) will have been in use at each preschool site.

Purpose: Materials used and activities implemented shall be appropriate to the age, developmental stage, culture, and home language for each child enrolled.
Impact: Each child will receive instruction using materials and activities that are appropriate to his/her needs.
Evaluation: Each preschool site will maintain a summary of the curriculum used.
Documentation: This shall be evidenced by program review reports on file in the Migrant Education office at OSPI.

OBJECTIVE 4: By September 30, 1986, there will be evidence of interstate/intrastate communication and coordination between and among agencies participating in preschool programs.

Purpose: To provide more effective and comprehensive programs.
Impact: Closer coordination will ensure that duplication of service and gaps in services will be minimized. In addition, it will ensure continuity of services.
Evaluation: Impact data will be collected on the number of projects involved, materials exchanged, joint inservice provided and children served.
Documentation: This shall be evidenced by minutes and reports that are reviewed by program staff and by such reports on file in the Migrant Education Office at OSPI.

OBJECTIVE 5: By September 30, 1986, there will be evidence that other sources of funding are secured and are being used in order to fully meet the needs of all migrant preschool age children.

Purpose: To ensure that a comprehensive program to enhance the development of the whole child is available (Example: full day services (more than 8 hours) = a comprehensive, developmental program which includes education, health, and physical development).
Impact: To provide well-rounded programs that truly meet the total developmental needs of the migrant child.
Evaluation: Programs will show plans for and/or sources of supplemental funding.
Documentation: This will be evidenced by budgets, project proposals and program review reports on file in the Migrant Education office at OSPI.

1.5 IDENTIFICATION AND RECRUITMENT

Need

Rules and regulations governing the Migrant Education Program, mandate that the State Education Agency describe in its plan the state's strategy for identifying and recruiting all eligible migratory children in the state. This is fundamental to the success of the Migrant Education Program in general.

There continues to be evidence of a need to focus on identification and recruitment of migrant students in those areas of the state where migrant activity is suspected.

The state must continue to support local school districts to assist them in completing eligibility, enrollment and health registration forms for migrant children, particularly during the impaction periods.

Migrant students and their families need assistance from bilingual staff who will provide them information regarding health, welfare, and educational services. Migrant parents also need the support from staff to refer them to these existing agencies and to assist in securing services from these agencies.

There are continued requests for inservice and training to be provided by Identification and Recruitment (I&R) staff to local school district staff. These staff members are directly involved in interpreting eligibility criteria, as well as certifying migrant children eligible for program services. Because of high turnover of such staff and annual revisions in eligibility criteria, there remains a need for continuous inservice and training. Additionally, Certificates of Eligibility (COEs) and student records of the Migrant Student Record Transfer System (MSRTS) should be updated and distributed to migrant staff as well as participating school district staff.

OBJECTIVES

OBJECTIVE 1: By September 30, 1986, I&R staff will have provided, upon request, identification and recruitment assistance to at least fifteen (15) school districts or preschool agencies with currently migratory children (between ages 5 and 17 and preschool ages of 0 and 4) of parents who are agricultural workers and fishermen.

Purpose: To ensure that all currently migratory children who are eligible to be served in a school district's migrant education program, or who are of preschool age, are identified during impaction and enrolled in the MSRTS.
Impact: This effort will assist school districts in identifying and recruiting migrant children in a prompt manner.
Evaluation: The objective can be evaluated by reviewing COEs and monthly summaries maintained in the Migrant Education office.
Documentation: This shall be evidenced by COEs on file in the Migrant Education office.

OBJECTIVE 2: By September 30, 1986, I&R staff will have assumed full responsibility for validating eligibility of, and enrolling in the MSRTS, all migrant students (ages 5-17) residing in non-project areas.

Purpose: To ensure that all migrant children (ages 5-17) residing within non-project school districts are enrolled in the MSRTS and to encourage the districts to implement programs for these students.
Impact: All migrant children will be currently enrolled in the MSRTS to minimize loss of educational opportunities due to mobility.
Evaluation: This will be evaluated by the accuracy, timeliness and completeness with which these migrant children are enrolled in the MSRTS.
Documentation: This shall be evidenced by statistical reports on file in the MSRTS office and reports on file in the Migrant Education office.

OBJECTIVE 3: By September 30, 1986, all COEs completed by migrant-funded projects will be submitted to eligibility verification by staff. Of these, 10% will be reviewed in detail, and a 5% sample of families will be interviewed by I&R staff to examine eligibility.

Purpose: To ensure that all students identified and served in migrant education programs are eligible to be served.
Impact: The number of ineligible students will be reduced, thus saving local school districts and OSPI from audit exceptions.
Evaluation: This will be evaluated by copies of letters sent to districts noting errors, corrections and/or commendations regarding accuracy of COEs.
Documentation: This shall be evidenced by the results of COE reviews found in individual school district files in the Migrant Education office.

OBJECTIVE 4: By September 30, 1986, I&R staff will have provided training to staff needing assistance in selected topics such as identification and recruitment techniques, completion of COEs, and eligibility coordination of identification and recruitment among agencies.

Purpose: To ensure that all staff in the program responsible for I&R are familiar with identification and recruitment techniques, including the completion of COEs and rules governing the eligibility of students, etc.
Impact: Staff will be able to carry out their identification and recruitment responsibilities properly.
Evaluation: This will be evaluated by the accuracy, timeliness and completeness with which COEs are completed.
Documentation: This shall be evidenced by COE completion reports and program review reports on file in the Migrant Education office at OSPI.

OBJECTIVE 5: By September 30, 1986, I&R staff will have conducted four regional one-day staff development workshops for school district staff to include the acquisition of communication skills and techniques to interact with migrant parents and staff.

Purpose: To assist school district staff in learning staff development skills that will help them communicate with and reach migrant parents.

Impact: School district staff will be able to better communicate with migrant parents.
Evaluation: A questionnaire will be developed by I&R staff for completion by school district staff in order to assess the effectiveness of each training session.
Documentation: This shall be evidenced by an end-of-year evaluation report as submitted by Migrant Education, and agendas, questionnaires, rosters and logs kept on file in the Migrant Education office at OSPI.

OBJECTIVE 6: By September 30, 1986, I&R staff will have assisted school district personnel in determining the whereabouts of migrant students who are suspected of having dropped out of school.

Purpose: To assist school district personnel in establishing a process through which it can be determined whether migrant students have dropped out of school or have not been identified.
Impact: A more reliable system of counting migrants who have dropped out of school will be established at the local level and statewide.
Evaluation: This objective can be evaluated by reviewing COEs on file and summaries of projects maintained.
Documentation: This shall be evidenced by COEs on file in the MEIRP office and summaries of projects as submitted to and maintained at the Migrant Education office at OSPI.

OBJECTIVE 7: By September 30, 1986, school district and preschool agency staff will have identified, recruited, enrolled and/or revalidated the eligibility of all migrant children residing in their school district and agency.

Purpose: To ensure that all migrant children residing within migrant project school districts or preschool agencies are enrolled in migrant education programs and that MSRTS records are established and/or updated.
Impact: All migrant children will be currently enrolled in migrant education programs and MSRTS to minimize loss of educational opportunities due to mobility.
Evaluation: This will be evaluated by the accuracy, timeliness, and completeness with which COEs and MSRTS enrollment updates are completed.
Documentation: This will be evidenced by program review reports on file in the Migrant Education office at OSPI.

OBJECTIVE 8: By September 30, 1986, I&R staff, school district staff and agency-funded staff will have referred those migrant families needing assistance and/or social services, as identified by home visitors, to the appropriate agency(ies) and/or school district.

Purpose: To provide assistance to families needing referrals so that conditions that keep children from participating in instruction can be minimized.
Impact: Migrant children will have less obstacles to deal with while attending school in a migrant education program.
Evaluation: This will be evaluated by referrals logged by home visitors.
Documentation: This will be evidenced by program review reports on file in the Migrant Education office at OSPI.

1.6 MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS)

Need

The Education Consolidation and Improvement Act mandates that the MSRTS shall be maintained to (a) facilitate the transmittal of health and educational records for children of migratory workers, and (b) be the basis for determining fund entitlements and allocations to states participating in the Migrant Education Program.

In 1968, the United States Office of Education (USOE) and the state directors of migrant education determined that continuous academic and health records on migrant children were not being transferred from school to school within, between, and among states, and that this situation contributed to the failure of migrant students. The MSRTS was created to assure transmittal of migrant student records. In 1979, the USOE and the National Association of State Directors of Migrant Education, after three years of work in developing such a system, designed and implemented a skills identification, recording and transmittal program for reading, math, oral language, and early childhood education. The addition of this information is intended to ensure that detailed, prompt and relevant academic information will now be available to teachers who serve migrant children either directly employed in the Migrant Education Program or through state basic education funds.

Because of the large turnover rate of school district personnel and continuous upgrading changes to the national MSRTS, there is a need to provide continuous inservice to this staff.

There is a need to maintain a staff which will ensure that all pertinent student record information is transmitted to the National Data Bank in Little Rock, Arkansas, on a daily basis. The success of the Washington State Migrant Education Program MSRTS operation continues to depend on this structure.

A monthly school district report containing enrollment and withdrawal information of migrant students, and their participation in migrant and non-migrant funded support and academic programs, is forwarded to the Migrant Education office in the Office of the Superintendent of Public Instruction (OSPI) and to local school districts by the MSRTS Center. There is a need to provide this information for purposes of state program planning.

Objectives

OBJECTIVE 1: By September 30, 1986, 100% of identified migrant children enrolled in the 1985-86 school year will have been enrolled in the MSRTS.

> Purpose: To provide current health, Skills Information System (SIS) and academic data on each migrant child in Washington State.
> Impact: This will allow each migrant child to have a record on the National Data Bank which can provide the opportunity for the continuity of educational information for each student and for program design; it also ensures a more accurate basis for determining the funding allocation of Washington State.

Evaluation: Evaluation will be based on accuracy of back-up data and MSRTS student record forms in school districts.
Documentation: This will be evidenced by statistical reports of school districts on file in the Migrant Education office at OSPI.

OBJECTIVE 2: By September 30, 1986, 100% of identified migrant children enrolled in the 1986 summer school will have been enrolled in the MSRTS.

Purpose: To provide current health, SIS and academic data on all migrant children in Washington State.
Impact: This will provide for the continuity of educational information for each student and for program design, and ensure a more accurate basis for determining the funding allocation of Washington State's summer program.
Evaluation: Evaluation will be based on accuracy of back-up data and MSRTS student record forms in the school districts.
Documentation: This will be evidenced by statistical reports of school districts on file in the Migrant Education office at OSPI.

OBJECTIVE 3: By September 30, 1986, all update information collected by school district personnel for currently-migratory and first and second year formerly-migratory students will have been submitted accurately to the MSRTS Center.

Purpose: To assure that student information being submitted to the MSRTS Center follows the priority criteria set by Migrant Programs and is entered accurately by school district personnel.
Impact: MSRTS Center personnel will be able to determine the accuracy of information being submitted by school district personnel.
Evaluation: Information being submitted by the school district office will be reviewed to determine its accuracy.
Documentation: This will be evidenced by an end-of-year evaluation report of information being sent by school districts to the MSRTS Center.

OBJECTIVE 4: By September 30, 1986, one state, four regional MSRTS training workshops and at least one hundred school district follow-up inservice visits will have been provided to school district personnel and migrant education funded staff.

Purpose: To provide school district personnel with current MSRTS requirements and technical assistance to improve the efficiency and effectiveness of the system.
Impact: Better trained school district personnel who are kept current on changing MSRTS requirements and who are provided additional skills, will be able to update student information more accurately and promptly.
Evaluation: The MSRTS Center will develop and administer an evaluation questionnaire to determine the effectiveness of each session and will observe and record onsite reviews of school district MSRTS Components to determine the extent to which workshop recommendations have been implemented.
Documentation: This will be evidenced by statistical reports of school districts on file in the MSRTS Center.

OBJECTIVE 5: By September 30, 1986, 100% of all information on migrant students received from participating school districts will have been transmitted in a timely manner to the National Data Bank.

Purpose: To ensure that the State of Washington fulfills its responsibilities so that current information is available to all school personnel within and among states and to assure that each migrant child's record is maintained.
Impact: This will provide for the continuity of educational information for each migrant student, for program design, and for teachers desirous of current information for proper placement of the migrant child.
Evaluation: National Data Bank terminal operator reports on accuracy of transactions will be reviewed.
Documentation: This will be evidenced by reports on file in the MSRTS Center.

OBJECTIVE 6: By September 30, 1986, end-of-year and summer school statistical reports, consisting of enrollments, updates and withdrawals, special program participation, status and health data will have been compiled and submitted to the Migrant Education office at OSPI.

Purpose: To provide statistical data to the State Supervisor of the Migrant Education Program and the State Migrant Education Advisory Committee.
Impact: State personnel will reference these reports to determine accuracy of school district application and implementation report data, and to assess statewide developments of migrant student activity.
Evaluation: Each school district report will be examined for accuracy of report.
Documentation: This will be evidenced by end-of-year and summer school statistical reports on file in the MSRTS Center and in the Migrant Education office at OSPI.

OBJECTIVE 7: By September 30, 1986, monthly statistical reports, consisting of MSRTS enrollments, updates, withdrawals, special programs participation, status and health data, will have been compiled and distributed to each local school district and OSPI by the 15th of each following month during the period of September through June.

Purpose: To provide monthly statistical data to the State Supervisor of the Migrant Education Program and school district migrant education staff for program planning and review.
Impact: Local school districts and State Migrant Education Program staff will monitor on a monthly basis, MSRTS enrollments, identify the number of students being provided educational and support services, and determine mobility patterns of migrant students.
Evaluation: Each school district report will be examined for accuracy and, on a sampling basis, the extent to which such information is being used by school district personnel for program planning will be determined.
Documentation: This will be evidenced by monthly statistical reports on file in the MSRTS Center and in the Migrant Education Office at OSPI.

OBJECTIVE 8: By September 30, 1986, at least three special reports will have been compiled upon request and distributed to OSPI, the State Migrant Education Advisory Committee and school district personnel.

Purpose: To provide special data reports to the State Supervisor of the Migrant Education Program, the Migrant Education Service Center staff, the State Migrant Education Advisory Committee, and/or school district migrant education staff.
Impact: These statistics will be beneficial to state, school district staff, and the State Migrant Education Advisory Committee so that current and accurate information will be available in the planning and implementation of the Migrant Education Program.
Evaluation: Each school district report will be examined for accuracy.
Documentation: This will be evidenced by special statistical reports on file in the MSRTS Center and in the Migrant Education office at OSPI.

OBJECTIVE 9: By September 30, 1986, technical assistance and inservice will have been provided to all school districts and preschool agencies requesting training and assistance in the accident insurance program provided to migrant students enrolled in the MSRTS.

Purpose: To assure that all school personnel and parents are knowledgeable of insurance benefits and proper claim procedures.
Impact: This will provide a statewide understanding of the accident insurance coverage program to all personnel and parents so that migrant students can benefit the most.
Evaluation: Inservice training reports will be on file documenting workshop sites and participants. Evaluation questionnaires will also be developed and implemented to determine the effectiveness of each workshop.
Documentation: This will be evidenced by evaluation and technical assistance reports on file in the MSRTS Center.

OBJECTIVE 10: By September 30, 1986, Washington State Migrant Education will provide technical assistance training to at least 26 school districts implementing the Computerized Management Information System (CATMAN - Categorical Management).

Purpose: To provide administrative and instructional personnel at the LEA level to better manage their Migrant Program.
Impact: LEA personnel will be able to better assess and plan for student needs as a result of generating current and rapid information on migrant students being served in instructional programs.
Evaluation: Management Information System (MIS) reports generated at the LEA level will be monitored by OSPI.
Documentation: This will be evidenced by LEA end of the year reports filed at OSPI.

OBJECTIVE 11: By September 30, 1986, Washington State Migrant Education in cooperation with three (3) school districts will implement and maintain a computerized communication network which will transmit MSRTS enrollment and update information to the MSRTS Office via a computer hook-up.

Purpose: To ensure that migrant students are enrolled immediatley and therefore received MSRTS records on a timely basis.
Impact: This will provide for the continuity of instructional programs for migrant students in each LEA.
Evaluation: Statistical reports will be reviewed to determine the amount of transmission being made by this computer network.
Documentation: This will be evidenced by monthly and end of the year statistical reports on file at the LEA and MSRTS Office.

OBJECTIVE 12: By September 30, 1986, as a result of the SIS survey, the MSRTS Office in coordination with three (3) LEAs will implement a pilot project to have direct access to the National Data Bank via computer system.

Purpose: The LEAs will be able to inquire directly to the National Data Base in Little Rock, Arkansas, and get a printout of the migrant student's record.
Impact: This will enable instructional staff to better diagnose and plan for student instruction.
Evaluation: An evaluation document will be developed to determine the effectiveness of this program.
Documentation: This will be evidenced by the final evaluation document completed and on file at OSPI and the MSRTS office.

1.7 SKILLS INFORMATION SYSTEM (SIS)

Need

The national Migrant Education Program is in its sixth year of implementing a transmittal system for communicating skills information through the Migrant Student Record Transfer System (MSRTS) Center in the areas of reading, oral language, mathematics, and Early Childhood Education. The Skills Information System (SIS) network supported by the computerized National Data Bank, allows for the maintenance and transmittal of migrant students' skills information. This information is valuable to the teacher when developing a migrant student's educational plan and when instructional programmatic planning is conducted by the local school districts.

There is also a need to provide statewide training to migrant funded and state basic education personnel to encode and decode reading, math, oral language, and Early Childhood Education skills, and more importantly, in correlating this information with existing curricula.

Objectives

OBJECTIVE 1: By September 30, 1986, all school districts and preschool agencies implementing a migrant instructional program will have established and will continue a data flow system within their school building to ensure proper communication between and among all personnel involved with establishing, recording and updating MSRTS student educational and health data.

> Purpose: To provide school district staff with a data flow system which will enhance communication between and among staff to ensure accurate recording and updating of student records.
> Impact: This will assure that education data, important for the students' progress and continuity of education, is available at a meaningful time and instructional station.
> Evaluation: Staff designated by the Office of the Superintendent of Public Instruction (OSPI) will review project sites to assure that the data flow plan is implemented as established.
> Documentation: A copy of the data flow plan will be on file in the Migrant Education office at OSPI.

OBJECTIVE 2: By September 30, 1986, administrative, instructional and support staff from all school districts and preschool agencies implementing migrant instructional programs will have been provided training on how to record, transmit and use reading, math, oral language, and Early Childhood Education skills data.

> Purpose: To provide such staff with current requirements on SIS use and recording.
> Impact: Staff will acquire skills necessary to use SIS data to assess the progress made by, and individual needs of, each migrant child. In turn, each school district staff shall also be able to record SIS data so that the progress and needs of the migrant child can be determined by the teaching staff who receives that child.

Evaluation: National MSRTS Data Bank reports, SIS reports and other records on file in the MSRTS Center will be examined monthly to determine utilization, accuracy, and current updating of SIS reports.
Documentation: This will be evidenced by training agendas and attendance rosters kept on file in the MSRTS office and program review reports kept on file in the Migrant Education office at OSPI.

OBJECTIVE 3: By September 30, 1986, administrative, instructional and support staff from all school districts and pre-school agencies implementing migrant instructional programs will have been provided training on how to interpret, implement and integrate the reading, math and early childhood education skills data.

Purpose: To provide inservice to LEA staff on how to use information on the MSRTS record for more appropriate student program design.
Impact: Staff will acquire skills and proficiency necessary to employ the MSRTS record including the SIS.
Evaluation: Inservice logs and technical assistance reports would be on file, to a degree successful use of the record will translate into increased efforts in collecting and recording student data.
Documentation: This will be evidenced by training agendas and attendance rosters kept on file in the Migrant Education and MSRTS Offices, as well as program reports kept on file.

1.8 MEDIA

Need

The Media Component is a vital link in communicating information about the Migrant Education Program among migrant personnel, and the general public within the State of Washington and in other states. Through this communications link--including audio-visual, radio, and newspapers--school districts, state personnel, parents, and general public can stay abreast of local, state, and national trends in migrant education. The Media Component is a key factor in promoting interstate, intrastate, and interagency cooperation. It helps with identification and recruitment by directly informing migrant parents of migrant education services and of local service outlets.

Objectives

OBJECTIVE 1: By September 30, 1986, the graphics department will provide ongoing assistance to program specialists and other Migrant Education Program staff and Migrant Student Record Transfer System (MSRTS) components in the development of graphic materials.

Purpose: The graphics developed will aid Migrant Education Program staff in providing visual services to migrant children.
Impact: Components will directly benefit by obtaining graphics tailored for their use.
Evaluation: Migrant Education Program staff will be surveyed to determine the usefulness and effectiveness of the graphics developed.
Documentation: The original graphic requests will be in Media Component files at the Migrant Education office.

OBJECTIVE 2: By September 30, 1986, at least ten issues of the bilingual Migrant Education News will have been published and disseminated to educators, migrant parents and the general public.

Purpose: School district staff, other migrant agencies, public officials, migrant parents and the general public in Washington State and other states will be kept informed of state and national issues, programs, etc.
Impact: Information in the newsletter is designed to inform readers about migrant education functions and activities, so they may become more familiar with and will be in support of the program.
Evaluation: School districts, mass media outlets, migrant parents and the general public in Washington State will be surveyed regarding the usefulness of newsletter content.
Documentation: This shall be evidenced by survey reports and copies of newsletters on file in the Media Component office.

OBJECTIVE 3: By September 30, 1986, local school districts participating in migrant education programs will disseminate information pertaining to the Migrant Education Program to all residents of their district.

Purpose: To share with all residents of their districts, information pertaining to the Migrant Education Program.
Impact: Sharing information with community residents will provide greater understanding of the Migrant Education Program and awareness of the plight of migrant children.
Evaluation: This will be evaluated by samples of information disseminated, and others' knowledge of the program.
Documentation: This shall be evidenced by dissemination plans on file in school districts and review of such plans by program reviewers; reports of such services will also be on file in the Migrant Education office at the Office of the Superintendent of Public Instruction (OSPI).

1.9 HEALTH

Need

The U.S. Office of Education Federal Register, Volume 44, Number 94, May 14, 1979/Proposed Rules require the following of each state wishing to apply for funds to serve children of migratory families who migrate annually to enable them to secure temporary or seasonal employment in an agricultural or fishing activity.

1. Coordination Among Projects and With Other State Programs

   "Using fully the migrant student record transfer system, including the transfer of the most current academic, health, enrollment and withdrawal information available for the migrant children served."

2. Supporting Services

   "A participating LEA or an operating agency may provide health, nutritional, social, or other supporting services with migrant education funds--if (1) these services are necessary to enable eligible migratory children to participate effectively in instructional services..."

The Education Commission of the States Migrant Education Task Force continues to identify health as one of the highest priority needs of migrant children. National studies indicate that health care, particularly preventive care, is consistently neglected among families whose annual income falls at or below the poverty level in the United States. This includes most migrant families.

Basic to educating migrant children is the need to remove those factors, overt and hidden, which impede the migrant child's ability to attend school and achieve higher academic development. An undernourished child cannot and will not be able to learn, regardless of the most competent educational services provided him/her.

Concurrently, health education must be offered children so that they can begin at an early age to learn more about health, nutrition, and hygiene. Students must learn the value of preventive health and develop the knowledge to utilize existing health care systems.

Also evident in the migrant child's living environment is exposure to pesticides, hazardous equipment, and other life threatening situations. A migrant family's mobile lifestyle does not include the traditional protection of insurance or agency benefits. Accident and illness frequently compound the mobility factor and adversely affect the migrant child's education. It is, therefore, imperative to offer the children of these families at least minimum protection by providing them not only a physical examination but also accident insurance. In 1981-82, 30,359 migrant students were provided accident insurance.

Objectives

OBJECTIVE 1: By September 30, 1986, a minimum of 4,500 of migrant students enrolled in the Migrant Student Record Transfer System (MSRTS) and school will have received health assessments from contracting agencies.

Purpose: To determine if these children can participate effectively in instructional services.
Impact: To remove health factors which impede migrant students' abilities to attend school and develop effectively, mentally, and chronologically. This is imperative if the migrant child is to progress academically in a normal manner.
Evaluation: The number of children receiving health screenings and/or physical examinations and other health information will be examined to determine the extent to which children are being properly examined.
Documentation: This will be evidenced by end-of-year evaluation and MSRTS reports on file in the Migrant Education office at the Office of the Superintendent of Public Instruction (OSPI).

OBJECTIVE 2: By September 30, 1986, an educational pesticide danger awareness program will have been provided to migrant students enrolled in school and the MSRTS.

Purpose: To educate migrant children at an early age about the dangers of pesticides.
Impact: Students will learn of the dangers of pesticides.
Evaluation: Records of the number of migrant staff attending pesticide danger awareness education programs will be reviewed.
Documentation: This will be evidenced by reports on file in the Migrant Education office at OSPI.

OBJECTIVE 3: By September 30, 1986, the Washington State Migrant Education Program will have provided accident insurance coverage to migrant children enrolled in MSRTS and attending a bonafide educational program.

Purpose: To ensure that a migrant child attending a bonafide educational program who has an accident will receive prompt treatment, enabling that child to continue to participate effectively in school.
Impact: These migrant children will be promptly treated thus allowing them to return to school as quickly as possible to continue their education.
Evaluation: The number of children enrolled in MSRTS who have accidents covered by MSRTS insurance will be reviewed.
Documentation: This will be evidenced by the migrant accident insurance policy and statistical reports on file in the MSRTS Center and in the Migrant Education office at OSPI.

1.10 SPECIAL PROGRAMS FOR SECONDARY MIGRANT STUDENTS

Need

Washington State Migrant Education Program staff, as well as educators and educational organizations, are concerned about the number of migrant students who have dropped out or are dropping out of school. This is not only occurring at the secondary level, but as early as the fifth grade. Studies conducted by a number of institutions and organizations indicate that at least 73% of migrant children entering primary grades fail to enter secondary level.

The national Migrant Education Program has given much attention to the educational problems of migrant children at the elementary level. There is evidence that much more needs to be done to address the needs of secondary school age students. Specifically, there is a need to develop special academic and counseling programs which will: (a) work toward decreasing the migrant dropout rate at the secondary level, (b) work toward increasing the educational and academic success of migrant dropout secondary students in Washington State through alternative programs, and (c) coordinate an interchange of information about secondary students with other states.

Objectives

OBJECTIVE 1: By September 30, 1986, staff will have supported at least five (5) school district-sponsored workshops on dropout prevention in the state.

Purpose: To provide motivation and information and to give encouragement to migrant students at the secondary level on the benefits of education and the importance of completing their education and to provide referrals to educational/social programs for these students.
Impact: Potential and current dropout students will be given an opportunity to receive academic counseling.
Evaluation: A questionnaire will be developed to survey the effectiveness of workshops.
Documentation: Copies of agendas, list of participants, and evaluation results of each workshop will be kept on file and compiled in a report submitted at the end of the fiscal program year to the Migrant Education office at the Office of the Superintendent of Public Instruction (OSPI).

OBJECTIVE 2: By September 30, 1986, at least ten (10) local school districts will have offered a secondary credit exchange program.

Purpose: To assure that secondary school programs will be available to secondary students who are required to do agriculture/horticulture/fishery work during regular school hours.
Impact: Rapid and successful transfer of credits for all secondary migrant students attending a secondary exchange program will permit migrant students to receive and apply credits toward their graduation requirements.

Evaluation: Evaluation will be determined by the number of credits which will be accrued for all students enrolled in secondary credit exchange programs.
Documentation: This will be evidenced by end-of-year evaluation reports on file in the Migrant Education office at OSPI.

OBJECTIVE 3: By September 30, 1986, the Portable Assisted Study Sequence (PASS) program model will offer correspondence courses to secondary migrant students statewide.

Purpose: To provide an additional education option to secondary migrant students.
Impact: The PASS Program will be available to migrant students with credits and partial credit deficiencies caused by their migrant lifestyles.
Evaluation: A record of the number of students who participated in the program with their accredited curriculum earned.
Documentation: Records of the students participating, the number of credits earned, and end-of-year evaluation reports will be on file in a central facility.

OBJECTIVE 4: By September 30, 1986, The Washington State Migrant Education Program will develop a clearinghouse for information on educational, curricular, and training materials for migrant students, and will disseminate these statewide.

Purpose: To provide resource and training information to districts serving migrant students.
Impact: Staff will receive needed information on resources available to serve migrant children.
Evaluation: Evaluation will be determined by the number of requests made for clearinghouse information.
Documentation: Copies of requests and staff utilization logs will be compiled in a report and kept on file in the Migrant Education office at OSPI.

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2.0 EVALUATION DESIGN

The Washington State Program for Migrant Children's Education collects data on state programs for three purposes:

1. To provide information for state management needs.
2. To report and describe services to the federal government rendered under the state's grant award.
3. To assess migrant student achievement.

A brief description of the data elements and reporting system for each of these areas are described below:

Management Information

Formative data needs are met through the use of two computer systems. The Migrant Student Record Transfer System (MSRTS) is a national computer network that focuses on documenting migrant student attendance patterns and facilitates the transfer of student records. By using the MSRTS, school districts report their child counts by the month enabling a more accurate view of the number of children eligible for service in Washington State.

A second data collection process is coordinated through the State Education Agency. All projects supported by migrant education funds are required to submit verification of program services via state program reports. The Testing and Evaluation unit processes the application and end-of-year reports and supplies information and special reports to program managers.

Description of Program Services and Trends

The evaluation unit prepares an annual report of Migrant Education Program services. This report details the activities rendered under the federal grant award to the state for a specific fiscal year. The report includes sections on eligible and served students by district, health services, special project operations, state advisory committee activities, and the operation of the MSRTS and Migrant Education Service Center in Sunnyside, Washington. The data reporting forms for the Chapter 1 Migrant Education Program have remained constant for the last six years. Because of this, program trend data are available for an eight year period.

Student Achievement

The Washington Administrative Code 302-164-085 requires that local education agencies ". . . provide a plan for some form of ongoing or continuous assessment which shall be in operation during the dates of the project." The state thus requires local evaluation but does not impose a standardized evaluation format or a specific test. Similarly, federal evaluation models for migrant education programs have not been offered. Migrant student achievement, however, is monitored through the statewide

assessment program. This assessment is conducted yearly in October, and teachers designate students within special programs such as Chapter 1, Regular or Chapter 1, Migrant Education Programs. Comparisons of migrant students can be made too with other fourth grade students, other compensatory program students and national norm groups.

In addition, achievement data using the Title I Evaluation and Reporting System (TIERS) are collected from school districts on a voluntary basis.

PROGRAM REVIEW

The Education Consolidation and Improvement Act (ECIA), Chapter 1, Migrant Education Program, is administered through the Office of the Superintendent of Public Instruction (OSPI). Within OSPI, the Chapter 1, Migrant Education Program is assigned to the Division of Instructional Programs and Services. In compliance with P.L. 98-211, state monitoring is not a requirement. To ensure local agency compliance with: (1) all applicable Chapter 1, Migrant requirements; (2) conformity with approved applications; and (3) evidence of effectiveness, Washington State will continue to review Chapter 1, Migrant Education Programs using the following process:

1. Regular Program Review Visits by SEA Personnel to Chapter 1 Migrant Projects

   A. Frequency of Visits --

      (1) Total number of school districts in which services will be provided under the state's Chapter 1 Program for migratory children: 60 districts and 8 special projects.

      (2) Number of districts that will be visited each year: 30 districts and 8 special projects.

   B. Selection of Districts to be Visited --

      The 60 districts will be selectively placed into one group so that all will be reviewed within two years.

2. Purpose and Scope of Program Review

   Each Chapter 1, Migrant Education project visited by SEA staff will be reviewed for compliance with all applicable Chapter 1, Migrant Education requirements, conformity with the approved applications and assurances, and evidence of effectiveness. A list of program areas to be reviewed during on-site review of Chapter 1, Migrant Education projects can be found on the following page.

   Each district and special project within the State of Washington receiving ECIA, Chapter 1, Migrant Education funds is reviewed on a consistent basis. Although the primary function of these visits is to review Chapter 1, Migrant projects for compliance, program review must be a process through which the SEA can assist local educational agencies and special projects in identifying a potentially out-of-compliance activity during program operation rather than after the program has ended. This review should be a positive experience.

   At the conclusion of this visitation, an exit interview is conducted. The reviewer delineates the findings, including commendations, recommendations and areas of concern.

School District _____

Project Director _____

ESD _____

Reviewer _____

DUE DATE FOR RESPONSE TO EXCEPTIONS _____

Date of Review _____

CHAPTER 1, MIGRANT EDUCATION PROGRAM REVIEW CHECKLIST

Identification and Recruitment (I&R)

YES	NO	N/A		
/_/	/_/	/_/	1.	COEs are accurately completed and on file for all eligible children.
/_/	/_/	/_/	2.	Active identification and recruitment of students in all areas of district is being done during time that parents are able to be reached at home.
/_/	/_/	/_/	3.	Home liaison time (work schedule) is flexible to allow visits to homes when parents are there.
/_/	/_/	/_/	4.	Documentation is available that home liaison activities are occurring to meet required needs of Chapter 1, Migrant programs and parents.
/_/	/_/	/_/	5.	Followup is done after districts have submitted corrective COE information resulting from a request made by the MEIRP office. Parent initials are obtained when required.
/_/	/_/	/_/	6.	Basis for eligibility of student(s) is accurately completed and can be verified.
/_/	/_/	/_/	7.	Home liaison FTE is appropriate for number of migrant children in the district.
/_/	/_/	/_/	8.	Home liaison FTE, as approved in the application, is implemented and documented.
/_/	/_/	/_/	9.	Revalidations are done correctly - 365 days from initial LQM and yearly thereafter; completed COEs are used for revalidation when appropriate.
/_/	/_/	/_/	10.	Home liaison activities are prioritized according to state/federal requirements, e.g., I&R, COEs, etc.
/_/	/_/	/_/	11.	Home liaison is aware of eligibility requirements.

SPI DR. FRANK B. BROUILLET Superintendent of Public Instruction Old Capitol Building, FG-11, Olympia, WA 98504

School District _____ DATE _____

YES	NO	N/A		
/_/	/_/	/_/	12.	All eligible children, including out-of-school, are appropriately identified and included on the COE (ages 0-21).
/_/	/_/	/_/	13.	List of secondary drop-out students is sent to MEIRP once each school term (quarter or trimester.)
/_/	/_/	/_/	14.	Checksheet on COE is completed and used for management data.
/_/	/_/	/_/	15.	Home liaison receives available inservice through MEIRP.
/_/	/_/	/_/	16.	The Accident Insurance Program is explained to the parents by home visitor and is documented.

Comments _____

_____

Migrant Student Record Transfer System (MSRTS)

YES	NO	N/A		
/_/	/_/	/_/	17.	All students are enrolled into the MSRTS within ten days of being identified.
/_/	/_/	/_/	18.	SIS information is reported for students on a regular basis and when students withdraw from school as required by MSRTS.
/_/	/_/	/_/	19.	Secondary credit accrual information is reported for students at the end of each term into the MSRTS.
/_/	/_/	/_/	20.	MSRTS educational supportive data and health data is reported on a regular basis as required by MSRTS.
/_/	/_/	/_/	21.	MSRTS educational and health data received from MSRTS is disseminated to all pertinent users.
/_/	/_/	/_/	22.	MSRTS clerk FTE, as approved on application, is implemented and documented.
/_/	/_/	/_/	23.	Data on the MSRTS records are checked for accuracy after they are received back from the national MSRTS office.

School District _____ DATE _____

YES	NO	N/A		
/_/	/_/	/_/	24.	MSRTS FTE is appropriate for number of children in program.
/_/	/_/	/_/	25.	MSRTS enrollment and COE data are consistent.
/_/	/_/	/_/	26.	Accident insurance claims are completed correctly and sent in on a timely basis to the insurance company, as documented by LEA designee.
/_/	/_/	/_/	27.	MSRTS clerks received inservice from MSRTS office.

Comments _____

_____

Instruction

YES	NO	N/A		
/_/	/_/	/_/	28.	Individual student objectives are designed to meet the specific needs of each child.
/_/	/_/	/_/	29.	Documentation of student progress toward meeting individual goals is evident. Student progress is shared with parents.
/_/	/_/	/_/	30.	Instructional staff FTE, as approved in application, is implemented and documented.
/_/	/_/	/_/	31.	The program size and scope implemented corresponds to the approved application.
/_/	/_/	/_/	32.	Books/materials being used for instruction are appropriate to subjects being taught.

Comments _____

_____

Management

YES	NO	N/A		
/_/	/_/	/_/	33.	Needs assessment for design of program is appropriate and documented.
/_/	/_/	/_/	34.	The district has implemented assurances in effect for 1982-85.

School District _____ DATE _____

YES	NO	N/A		
/_/	/_/	/_/	35.	Parental involvement in planning, implementation and evaluation of program is evident and documented.
/_/	/_/	/_/	36.	Parental involvement and PAC activities correspond to application description.
/_/	/_/	/_/	37.	Interview of parent(s) indicates appropriate knowledge of programs.
/_/	/_/	/_/	38.	There is evidence that the program was designed in consultation with parents.
/_/	/_/	/_/	39.	Budget expenditures are within activities as approved by OSPI.
/_/	/_/	/_/	40.	Management FTE as approved in application is documented.
/_/	/_/	/_/	41.	Program is supplementary to basic education.
/_/	/_/	/_/	42.	Other supplementary and special programs are accessible to all migrant students in the school.
/_/	/_/	/_/	43.	Students receiving instructional services from Chapter 1, Migrant are all current migrants or ones who have been settled-out less than two years.
/_/	/_/	/_/	44.	Students receiving instructional services from Chapter 1, Migrant who are settled out more than 2 years have special needs documented.
/_/	/_/	/_/	45.	All replacement models (RPLs) are supported by documentation that no comparable basic education courses are available to meet student needs.
/_/	/_/	/_/	46.	RPL formula is calculated and applied correctly.
/_/	/_/	/_/	47.	Model 007 is as described in application.
/_/	/_/	/_/	48.	Eligibility and entry criteria for PASS are being adhered to as stipulated by Chapter 1, Migrant directives.
/_/	/_/	/_/	49.	Priorities for, and access to, physical examinations are being adhered to as stipulated by Chapter 1, Migrant directives.

School District _____ DATE _____

YES	NO	N/A		
/_/	/_/	/_/	50.	Entry criteria for secondary night schools is developed, documented and used as noted in guidelines.
/_/	/_/	/_/	51.	Secondary night school program implemented corresponds to the approved application.
/_/	/_/	/_/	52.	Flexibility in staffing, suport services, credit accrual policies is present for secondary night schools.
/_/	/_/	/_/	53.	Entry criteria for summer schools is developed, documented, and used as noted in guidelines.
/_/	/_/	/_/	54.	Summer school program implemented corresponds to the approved application.
/_/	/_/	/_/	55.	Flexibility in staffing, suport services, credit accrual policies is present for summer schools.
/_/	/_/	/_/	56.	Entry criteria for spring influx program is developed, documented and used as noted in guidelines.
/_/	/_/	/_/	57.	Spring influx program implemented corresponds to the approved application.
/_/	/_/	/_/	58.	Flexibility in staffing, suport services, credit accrual policies is present for spring influx program.
/_/	/_/	/_/	59.	An accurate and current equipment inventory is maintained.
/_/	/_/	/_/	60.	Use of equipment satisfies program requirements.
/_/	/_/	/_/	61.	Other _____

Comments _____

_____

Any item marked "No" requires a written plan of correction within 30 days of this report.

I039QB.02

INSERVICE TRAINING

Persons responsible for inservice training at the SEA level are:

Raúl de la Rosa, Director
Supplementary Education Programs
Sharon Huck, Assistant Supervisor
Chapter 1, Migrant Education Program
(Vacant), Supervisor
Migrant Children with Exceptional Needs Program
(Vacant), Facilitator/Trainer
Chapter 1, Migrant Education Program

Persons responsible for inservice training at the MSRTS/Migrant Education Service Centers offices are:

Ignacio "Joe" Resendez, Director
Migrant Student Record Transfer System
Migrant Education Identification and Recruitment Program
Coordinator/Trainers and Trainers
Inservice and Parental Involvement Component--(Reading, Math, Bilingual, Oral Language, Parents)

INSERVICE SUMMARY

	LEA STAFF	PARENTS	SAC	J	F	M	A	M	J	J	A	S	O	N	D	COST
MIGRANT EDUCATION SERVICE CENTERS:																
ESL	200	0		X	X	X	X	X	X	X	X	X		X	X	$ 17,500
Math	200	0		X	X	X	X	X	X	X	X	X	X	X	X	17,500
OLD	200	0		X	X	X	X	X	X		X	X	X	X	X	17,500
Parental Involvement	400	1,000	15	X	X	X	X	X	X	X	X	X	X	X		50,000
Reading	200	0	0		X	X	X	X	X			X	X	X	X	10,000
Secondary	100	50	15	X	X	X	X	X	X	X	X	X	X	X	X	10,000
Classroom Management Systems	7		0		X	X										10,000
Other Inservice		150	15	X	X	X	X	X			X	X	X	X	X	5,000
SUBTOTAL																$137,500
MIGRANT STUDENT RECORD TRANSFER SYSTEM AND IDENTIFICATION & RECRUITMENT:																
Education	250		15	X	X	X	X	X	X	X	X	X	X	X	X	$ 20,000
Health	250	350	15	X	X	X	X	X	X	X	X	X	X	X	X	10,000
Accident Insurance	250	350		X	X	X	X	X	X	X	X	X	X	X	X	10,000
Skills Information System	500			X	X	X	X	X	X	X	X	X	X	X	X	20,000
Secondary Credit Accrual	250	200		X	X	X	X	X	X	X	X	X	X	X	X	15,000
Eligibility	250	200	15	X	X	X	X	X	X	X	X	X	X	X	X	70,000
SUBTOTAL																$145,000
TOTAL COSTS (STAFF TIME ONLY)																$282,500

MEMBERSHIP/REPRESENTATION
ON THE
WASHINGTON STATE MIGRANT EDUCATION ADVISORY COMMITTEE

	- - - - TERMS - - - -		- - - - REPRESENTATION - - - -	
Name	Appointed	Expires	Group	School District
BARBOSA, MANUEL	11/28/84	6/30/86	Parent	Orondo
CARTAGENA, RODOLFO	6/12/84	6/30/85	Parent	Kennewick
DOMINGOS, LES	9/18/84	6/30/86	Principal	Pasco
FULTON, SUSAN	6/13/83	6/30/85	School Administrator	Prosser
HERNANDEZ, EDWARDO	4/12/85	6/30/87	Parent	Mabton
MARTINEZ, FELIX	12/15/81	6/30/85	Social Worker	Yakima
OWEN, NOHEMI	8/30/83	6/30/85	Parent	Pasco
PALANUK, MICHAEL	9/10/81	6/30/85	Superintendent	Grandview
RIGNEY, SABINA	7/08/82	6/30/86	Teacher	Kennewick
RODRIGUEZ, FRANCISCO	3/01/82	6/30/86	Parent	Moses Lake
SANDOVAL, ESIQUIO	4/12/85	6/30/87	Parent	Yakima
VERDUZCO, VIDAL	3/39/83	6/30/85	Parent	Granger

VACANCIES:

3 Parent Positions

1 Board Member Position

1 Regular Classroom Teacher Position

ECIA, CHAPTER 1, WASHINGTON STATE MIGRANT EDUCATION ADVISORY COMMITTEE

I. DUTIES OF THE CHAPTER 1, MIGRANT EDUCATION ADVISORY COMMITTEE

A. To assist the Superintendent of Public Instruction (SPI) in the development and operation of the ECIA, Chapter 1, Washington State Migrant Education Program, with emphasis in the following areas:

1. To assist the SPI in preparation of the ECIA, Chapter 1, Migrant Education State Plan.

2. To make recommendations to the SPI concerning administration of the ECIA, Chapter 1, Migrant Education State Plan.

3. To assist the SPI in developing criteria for approval of projects funded under the terms established by the ECIA, Chapter 1, Migrant Education State Plan.

4. To assist the SPI in reviewing projects for funding within the terms established by the ECIA, Chapter 1, Migrant Education State Plan.

5. To assist the SPI in evaluation of the ECIA, Chapter 1, Migrant Education State Plan.

6. To assist the SPI in disseminating information related to the State Chapter 1, Migrant Education Program.

B. To help establish and use clear communication channels between the SPI and organizations and target groups concerned with ECIA, Chapter 1, Migrant Education project activity.

C. To submit to the SPI appropriate reports upon completion of tasks assigned to the Committee by the SPI or mandated by the ECIA, Chapter 1, Migrant Education State Plan, including an annual report of committee activities, recommendations and evaluations to the SPI and to the U. S. Commissioner of Education.

II. OPERATING PROCEDURES OF THE ECIA, CHAPTER 1, MIGRANT EDUCATION ADVISORY COMMITTEE

A. Selection of Members and Term of Office

All members shall be officially appointed by the SPI for two-year terms of office, with subsequent reappointment possible for one successive two-year term. Initial appointments shall be divided between one- and two-year memberships. Potential parent members may be nominated by local Parent Advisory Committees, such nominees to be considered for appointment by the SPI along with others suggested by staff, the State Advisory Committee, or other sources. Nominees submitted from local migrant education parent advisory committees shall be selected at official meetings of record, with a list of such nominees to be forwarded by the State Chapter 1, Migrant Education Advisory Committee to the SPI

through the State Migrant Education Program director (State Advisory Committee liaison person). Terms of office shall expire on June 30 of the second year following appointment. The term of office shall be specified in the letters of invitation sent by the SPI to Committee members. Each appointment shall be effective and each committee member shall begin serving upon the filing of his or her written acceptance with the SPI.

B. Committee Composition

ECIA, Chapter 1, Washington State Migrant Education Advisory Committee membership shall consist of not more than 16 and not less than 14 members. At least 51 percent of the Advisory Committee membership shall consist of parents of children who are enrolled in migrant education programs or who have been enrolled in such programs during a five-year period preceding a parent's appointment. Membership also shall represent various geographic areas and, in addition to parents of migrant children, at least the following interest groups: teachers; principals or migrant education managers; migrant program aides; school superintendents; and local school board directors.

State and/or county employment security, welfare or health agencies; interagency task forces or committees involved in migrant education, and other appropriate groups may be appointed as necessary as non-voting committee or ad hoc subcommittee members. All members representing organizations and agencies shall be active participants in migrant education programs or related activities. Individual members may not represent more than one of the above groups.

C. Voting

Each voting member shall be entitled to one vote and may cast that vote on each matter submitted to a vote on the ECIA, Chapter 1, Washington State Migrant Education Advisory Committee--except on motions recommending acceptance or rejection of specific project proposals submitted from a district by whom a member is employed or in which a member lives. Absentee ballots shall not be permitted.

D. Termination of Membership

Failure on the part of a Committee member to attend any three Committee meetings during a twelve-month period shall constitute resignation from the ECIA, Chapter 1, Washington State Migrant Education Advisory Committee. Membership also shall terminate if a member transfers actual residence from the State of Washington or moves from a migrant funded to a non-migrant funded district, ceases to be an employee and/or member of the agency or organization which he or she was selected to represent, or is considered by the SPI to be in violation of conflict of interest limitations as specified in Section P of these operating procedures.

E. Alternates

An Advisory Committee member may send an alternate to Advisory Committee meetings, provided formal notification has been provided by the Advisory Committee member to the executive secretary and/or SPI at least one week prior to the meeting date. An alternate shall have voting power.

No one person shall serve as an alternate for more than two regular meetings and an alternate must qualify as a representative of the interest group or agency represented by the Committee member being replaced.

F. Chairperson

The chairperson shall preside at all meetings of the Committee and will sign all letters, reports, and other communications of the Committee. In addition, he or she shall perform all duties incident to the office of chairperson and such other duties as may be prescribed by the Committee from time to time. The chairperson shall be selected for a one-year term by a majority vote of the Advisory Committee membership at the first regular Advisory Committee meeting of each fiscal year. The chairperson may be reelected for two successive terms.

G. Vice-Chairperson

The duties of the vice-chairperson shall be to represent the chairperson in assigned duties and to substitute for the chairperson during his or her absence, and he or she shall perform such other duties as from time to time may be assigned by the chairperson or by the Advisory Committee. The vice-chairperson shall be elected by Advisory Committee membership in the same manner and for the same term of office as the chairperson (See Section F).

H. Executive Secretary (SPI Staff Liaison Person)

The executive secretary shall be appointed by the State Superintendent of Public Instruction and shall cause to be kept the minutes of the meetings (both regular and special) of the Advisory Committee and shall promptly transmit to each of the members, to the SPI, and to such other interested persons, true and correct copies of the minutes of such meetings; see that all notices are duly given in accordance with the provisions of these bylaws; be custodian of the Committee's attendance and other records; keep a current register of the addresses and telephone numbers of the members of the Committee; and in general, perform all duties incident to the office of the executive secretary.

I. Meetings of the Advisory Committee

Regular Meetings

The Advisory Committee shall meet 5 to 7 times each year or at the call of the SPI.

Special Meetings
Special meetings may be called by the Superintendent of Public Instruction.

Place of Meetings
The Advisory Committee shall hold its regular meetings and its special meetings in a facility approved by the SPI.

Notice of Meetings
Regular meetings must be preceded by reasonable notice. Any change in the established date, time, or location must be given special notice. All special meetings shall be preceded by reasonable notice. Any required notice shall be in writing; shall state the hour, day and location of the meeting; and shall be delivered either personally or by mail to each member not less than seven days or more than three weeks before the date of such meetings.

J. Special Committees

Such special task forces and/or ad hoc committees may be called into existence for specific purposes and for designated time periods by the chairperson with the concurrence of the executive secretary and/or the State Superintendent. An executive committee, the composition and duties for which shall be recommended by the Advisory Committee and approved by the SPI, may be formed to facilitate operations of the Advisory Committee.

K. Quorum

The presence of a majority of the voting members shall be required in order to constitute a quorum necessary for the transaction of the business of the Advisory Committee.

L. Conduct of Meetings

All regular and special meetings of the Advisory Committee shall be conducted in accordance with Robert's Rules of Order or in accordance with an appropriate adaption thereof.

M. Decisions of Advisory Committee

All decisions of the Advisory Committee shall be made only after an affirmative vote of a majority of its members in attendance, provided a quorum is in attendance.

N. Meetings Open to the Public

All meetings of the Committee shall be open and public and all persons shall be permitted to attend any meeting in compliance with and under the conditions provided for in RCW Ch. 42.30.

O. Committee Expenses

Members will be paid expenses for attendance at committee meetings and activities in behalf of SPI to the extent and for such purposes as allowed state employees by Rules and Regulations of the Office of Financial Management. Other expenditures required to conduct Committee business, such as meeting site rentals, shall be provided in accordance with fiscal authorization policies and procedures of the SPI.

P. Conflict of Interest

No person shall be eligible for appointment to the ECIA, Chapter 1, Migrant Education Advisory Committee, nor shall any member continue serving as a member of the Advisory Committee if that person:

(1) Is, or becomes, a party to any contract with the office of the Superintendent of Public Instruction which is concerned with, or relates to, the same subject area or program over which the Advisory Committee has jurisdiction; or

(2) Is, or becomes, an officer, director, trustee, partner or employee of any person (including partnerships, corporations, etc.) which is a party to any contract with the office of the Superintendent of Public Instruction which is concerned with, or relates to, the same subject area or program over which the Advisory Committee has jurisdiction.

Q. Limits of Authority

The Advisory Committee shall have no power to enter into contracts of any nature, or dispense public funds. In the absence of the Superintendent's written consent, no Committee member shall be required to provide any sum of money, property, or services other than the services described herein, to the Advisory Committee. The Advisory Committee shall have no powers beyond those expressly set forth herein.

Frank B. Brouillet

Frank B. Brouillet
State Superintendent
of Public Instruction

6/10/83
Date

I039QG.10

GEOGRAPHICAL AREAS IDENTIFIED

County	Congressional District	School District in Which Project Operates	Educational Service District
Adams	5	Lind	101
Adams	5	Othello	123
Benton	5	Finley	123
Benton	4	Kennewick	123
Benton	4	Prosser	123
Chelan	4	Cascade	171
Chelan	4	Cashmere	171
Chelan	4	Lake Chelan	171
Chelan	4	Manson	171
Chelan	4	Wenatchee	171
Columbia	5	Dayton	123
Douglas	4	Bridgeport	171
Douglas	4	Eastmont	171
Douglas	4	Orondo	171
Douglas	4	Palisades	171
Franklin	5	North Franklin	123
Franklin	5	Pasco	123
Grant	4	Ephrata	171
Grant	4	Moses Lake	171
Grant	4	Quincy	171
Grant	4	Royal	105
Grant	4	Wahluke	105
Grant	4	Warden	171
Grant	4	Wilson Creek	171
Grays Harbor	3	Elma	113
Grays Harbor	3	Ocosta	113
Grays Harbor	3	Shelton	113
Jefferson	3	Port Townsend	114
Kittitas	4	Ellensburg	105
Lincoln	5	Odessa	101
Okanogan	4/5	Brewster	171
Okanogan	5	Okanogan	171
Okanogan	5	Omak	171
Okanogan	5	Oroville	171
Okanogan	5	Pateros	171
Okanogan	5	Tonasket	171
Pacific	3	Ocean Beach	112
Pierce	6	Fife	121
Pierce	6	Tacoma	121
Skagit	2	Burlington-Edison	189
Skagit	2	Conway	189
Skagit	2	Mount Vernon	189
Skagit	2	Sedro Woolley	189
Walla Walla	5	College Place	123
Walla Walla	5	Prescott	123
Walla Walla	5	Touchet	123
Walla Walla	5	Walla Walla	123
Walla Walla	5	Columbia	123

County	Congressional District	School District in Which Project Operates	Educational Service District
Yakima	4	Grandview	105
Yakima	4	Granger	105
Yakima	4	Highland	105
Yakima	4	Mabton	105
Yakima	4	Mount Adams	105
Yakima	4	Moxee	105
Yakima	4	Naches Valley Co-Op	105
Yakima	4	Sunnyside	105
Yakima	4	Toppenish	105
Yakima	4	Wapato	105
Yakima	4	West Valley	105
Yakima	4	Yakima	105
Yakima	4	Zillah	105

(See Attached Map for Actual Location)

REV 6/85

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WASHINGTON STATE MIGRANT EDUCATION PROGRAMS

Washington State

Migration Patterns & Dates

Washington State Geographic Areas	Harvest Crops	Migration Dates			
		Arrival	Departure	Intrastate	Interstate
Yakima Valley, Walla Walla, Columbia Basin	Asparagus	April 15	June 27	X	X
Pacific County, *Grays Harbor County	Fishing Cranberries	July 15	September 30	X	X
Yakima Valley	Hops	August 15	September 30	X	X
Yakima, Benton County	Cherries	June 15	August 10	X	X
Whatcom, Skagit	Berries	June 5	July 15	X	X
Yakima Valley, Wenatchee, Okanogan	Pears & Apples	August 15	October 30	X	X
Columbia Basin, Yakima Valley	Grapes	September 1	November 1	X	
Yakima Valley, Wenatchee, Okanogan	Prune Apple Trees	November 25	April 15	X	
Pacific County, Grays *Harbor County	Fishing	July 15	September 1	X	X
Port Townsend	Fishing	July 30	September 30	X	X
Shelton	Tree Harvesting	November 20	December 20	X	X
Wenatchee Okanogan	Cherries	June 15	August 10	X	X

The above information was obtained from Growers, Associations & Organizations involved in the above activities in the State of Washington.

*Due to the Revised Washington State Fishing Laws mandated by the Pacific Management Council, these dates may change.

BIOGRAPHICAL SKETCH OF DIRECTOR

Raúl de la Rosa
1312 - 11th Court S.W.
Olympia, Washington 98502
(206) 357-6743

BORN:	August 4, 1939 Ninth of Thirteen Children of Migrant Parent Workers
PLACE:	Pharr, Texas
STATUS:	Married, Two Children
LANGUAGE FLUENCY:	English, Spanish

Education

HIGH SCHOOL:	Lebanon High School - Lebanon, Indiana - 1959
B.A.:	Franklin College - Franklin, Indiana - 1963 (Spanish and European History)
M.A.:	Middlebury College - Vermont Madrid, Spain - Campus - 1964 (Spanish)
FURTHER STUDIES:	Stanford University; University of the Pacific; California State University; Hayward; Stanford; University of Arizona Summer School in Guadalajara, Mexico; Administrative Intern Program, California State University at San José

Credentials Held

Secondary Teaching Credential (Life) - State of California
Secondary Administration and Supervision Credential - State of California

Professional Experience

3/83 to Present:	Director, Supplementary Education Programs, Office of the Superintendent of Public Instruction (OSPI), Olympia, Washington
7/82 to 3/83:	Acting Director, Supplementary Education Programs, OSPI, Olympia
7/79 to 7/82:	Administrator, ESEA, Title I and Title I Migrant Education Programs, OSPI, Olympia
1/79 to 7/79:	Acting Program Supervisor, ESEA Title I Program, OSPI, Olympia
12/73 to 1/79:	Director, Washington State Migrant Education Program, OSPI, Olympia
1/73 to 11/73:	Managing Associate, Educational Factors, Inc., San José, California
9/70 to 12/72:	Regional Coordinator, Migrant Education Programs for Monterey and San Benito Counties, California

Professional Experience (Continued)

1969 to 1970:	Multicultural Director, Mountain View-Los Altos Unified School District, Mountain View, California
1968 to 1969:	Teacher, Bilingual Course Work, Mountain View High School, California
1968:	Language Specialist, Parks Job Corps Center, Pleasanton, California
1964 to 1967:	Instructor, Spanish Language Literature and Supervisor of Modern Language Student Teachers, Carlow College, Pittsburgh, Pennsylvania

Publications

"Migrancy and the Migrant Child," Educational Factors, Inc., 1973, 90 pp.

"National Migrant Education Program Math Skills Information System," Raúl de la Rosa and Eugene deG. Hackett, ERIC-CRESS, 1979, 39 pp.

Professional Memberships

President of the National Association of State Directors of Migrant Education (NASDME) - 1978
Chairperson of the Secondary Education Committee, NASDME - 1979, 1980, 1981, 1982
Member of the Executive Committee, NASDME - 1976, 1977, 1978, 1979
Member of Evaluation Committee of National Migrant Education Program - 1979
Member of Career Education Committee, NASDME - 1978
Member of Five-Year Migrant Education Program Planning Committee - 1977
Member and Chairperson of the Western States Coordinating Council for Migrant Education - 1976
Member of Migrant Student Record Transfer System National Committee - 1966
Chairperson of Math Skills Committee, NASDME - 1976

Honors

Selected to Intern with the U.S.E.D. as O.S.P.I. Representative to the State Executive Policy Fellowship Program sponsored by the Institute for Leadership - July and August of 1985
Selected to Represent the United States in the United Nations Educational Scientific Cultural Organization (UNESCO) United States--Mexico Migrant Educator Exchange Program - May 1981
Selected to Represent Successful Former Migrants at Convention II, Celebrating Anniversary of the U.S. Constitution - September 1980
Selected as Migrant Educator of the Month - December 1975

BIOGRAPHICAL SKETCH OF ASSISTANT SUPERVISOR

Sharon Marie Huck
4515 - 22nd Avenue S.E.
Lacey, Washington 98503
(206) 459-3767

Education

High School:	West Valley High School - Spokane, Washington - 1963
B.A. in Elementary Education:	Eastern Washington University - Cheney, Washington - 1967 - (Natural Science and Language Arts)
Further Studies:	Western Washington University - Bellingham, Washington - graduate education studies; Eastern Washington University, public administrative graduate studies; training at Boeing Management Services in cost efficiency and work method improvements.
Credentials Held:	Standard Teaching Certificate (K-8) - Washington State

Professional Experience

3/81 - Present:	Assistant Supervisor, Title I Migrant Education Program
6/80 - 3/81:	Acting Assistant Supervisor, Title I Migrant Program
1/80 - 5/81:	Monitor, Title I/Title I Migrant Program
6/79 - 12/79:	Industrial Engineer Analyst, Department of Social and Health Services, Olympia, Washington
10/78 - 5/79:	Sales Representative, Investors Diversified Services, Spokane, Washington
9/75 - 9/78:	Industrial Engineer Analyst, Department of Social and Health Services, Spokane, Washington
5/74 - 8/75:	Financial Service Technician, Department of Social and Health Services, Spokane, Washington
9/68 - 6/73:	Teacher, 3rd and 5th grades, Montesano, Washington
9/67 - 6/68:	Teacher, 4th grade, Port Angeles, Washington
College Career Part-Time Positions:	Elementary School Library Aide, Tutor for Underprivileged Children, Aide in a Cerebral Palsy Center for Children

Other Interests:

Remodeling House
Crocheting
Reading
Traveling

ACCOMPLISHMENTS TO DATE

The most significant accomplishment to date is the growth in awareness and commitment of regular school staff and community members to our migrant population. Other accomplishments include:

- Inservice training for identification and recruitment, eligibility certification, validation and MSRTS.
- Certificate of Eligibility uniformity in the identification and certification of student eligibility.
- Migrant Children With Exceptional Needs project continued to refine attainment of data on migrant handicapped children so that special education needs for these children can be identified and evaluated.
- Updated MSRTS forms were presented in videotaped inservice modules to appropriate staff within the state and at a national conference.
- The local district application format is refined to receive application data via an electronic process.
- A pilot being conducted in three school districts allowing them to make direct inquiries to the national data bank via IBM personal computers.

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